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Items 3 and 4 of the provisional agenda*

Preliminary review and appraisal of the implementation of the outcome of the World Summit for Social Development

Consideration of further actions and initiatives to implement the commitments made at the Summit

Contributions from relevant organs, funds, programmes and specialized agencies of the United Nations system

Note by the Secretariat

Addendum

Contribution from the United Nations Educational, Scientific and Cultural Organization

The Secretariat circulates herewith for the information of the Preparatory Committee the attached report of the United Nations Educational, Scientific and Cultural Organization, which is available in English only.

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Annex

A COMPENDIUM OF UNESCO'S FOLLOW-UP ACTIVITIES TO THE WORLD SUMMIT FOR SOCIAL DEVELOPMENT, COPENHAGEN 1995

Introduction to the Compendium on

"UNESCO's follow-up activities to the World Summit for Social Development, Copenhagen 1995",

based on contributions from all relevant units of the UNESCO Secretariat.

As stated in the Director-General's position paper presented at the Copenhagen World Summit for Social Development; "The absence of an equitable and better shared economic growth has aggravated inequalities internationally between countries and domestically between social groups. The international community must act with determination and efficiency to reduce and, in the long run, overcome these problems". The Director-General of UNESCO also stated at the Copenhagen Summit that: "The ethical imperative is human beings are both the means and ends of development".

UNESCO's actions have long been focusing on issues related to social development. The Organization played an active role in the preparatory process. It participated in the meetings of the Preparatory Committee and of regional commissions. It organized a serie of seminars and symposia on the key issues of social development. It issued a Position Paper, by the Director-General, and other backgrounds to highlight the importance of education, cultural factors, science and technology and the need for endogenous capacity building.

The opening paragraph of the 10 commitments in the Copenhagen Declaration adopted at the Social Summit covers practically all areas of UNESCO. For example, it refers to respecting and promoting cultures, striving to strengthen the role of culture in development, preserving the essential bases of people-centered sustainable development and contributing to the full development of human resources and to social development. For each of the five substantive sectors of UNESCO; Education, Natural Sciences, Social Sciences, Culture and Communication, as well as the Culture of Peace Programme, there are important indications for follow-up. The Commitment n° 6 states: "We commit ourselves to promoting and attaining the goals of universal and equitable access to quality education, the highest attainable standard of physical and mental health, and the access of all to primary health care, making particular efforts to rectify inequalities relating to social conditions and without distinction as to race, national origin, gender, age or disability; respecting and promoting our common and particular cultures; striving to strengthen the role of culture in development; preserving the essential bases of people-centered sustainable development; and contributing to the full development of human resources and to social development. The purpose of these activities is to eradicate poverty, promote full and productive employment and foster social integration". This commitment which is highly relevant to UNESCO was adopted after the pressure of the Organization. It must be added, that UNESCO's active involvement is required in other commitments as well.

The Copenhagen Programme of Action outlines policies, actions and measures to implement the principles and fulfill the commitments set out in the Copenhagen Declaration. It consists of five chapters. Each chapter is divided into "Basis for Action" and "Objectives and Actions".
Chapter one is titled "An enabling environment for social development"

Chapter two "Eradication of poverty"
Chapter three "The expansion of productive employment and the reduction of unemployment"
Chapter four "Social integration", and finally
Chapter five is titled "Implementation and follow-up".

All the recommended actions are linked, either in the requirements of their design, including the participation of all concerned, or in the consequences for the various facets of the human condition.

UNESCO has made a Compendium synthesizing UNESCO's follow-up activities to the Social Summit. This document is based on the contributions of all relevant units of the UNESCO Secretariat. UNESCO's activities have been placed under chapters 1, 2 and 4 of the Copenhagen Programme of Action. UNESCO's activities relating to Chapter 3 of the Programme of Action; "The expansion of productive employment and the reduction of unemployment" have been integrated under chapters 1, 2 and 4.

I should like to present here some highlights from UNESCO's actions in implementing the Copenhagen Programme of Action on Social Development. Such actions have been putting the emphasis on the following dimensions in conformity with the appropriation and exercize of human rights as a guiding principle of development; endogenous capacity-building and human resource development, through education at all levels and throughout life; democratic and participatory governance; the incorporation of cultural factors in development strategies; environmental awareness and harnessing science and technology, including communication technologies, for development.

UNESCO's Culture of Peace Project is promoting activities in the process of peace-building in post-conflict situations as well as in situations where preventive actions can avoid impending conflict. The importance of this programme in relation to social development is based on that under-development, poverty and social inequalities are sources of conflict. Development and peace are strongly interlinked. This interlinkage is recognized both in Commitment n° 1 of the Declaration and in Chapter one "An enabling environment for social development".

"Early warning systems" are of great importance to detect and solve political and social conflicts and unrest. Endogenous capacities should be built in social policy-making, management and evaluation. In 1994 UNESCO launched the MOST Programme which is responding to the increasing demand from Member States for assistance in building their capacity in analyzing and monitoring social transformations, in social policy-making, and in fostering social integration. In order to facilitate, at an international level, access to information about positive experiences and to establish contact between the actors participating in them, MOST has created the *Best Practices Database* on poverty eradication. The MOST Programme has projects relating to Community Participation, Social and Economic Transformations connected with Drug Trafficking, Rehabilitation of City Centers, Cultural and Ethnic related Causes of Poverty, Developing methods for the participation of vulnerable or excluded groups, Urban development in Coastal Zones, Management of Social and Environmental Transformations of Cities, National Anti Poverty Strategies, Migration problems and Poverty Elimination in Rural Zones.

Endogenous capacity building focusing especially on human resources through activities such as education, training and knowledge sharing at all levels constitutes an important part of UNESCO's programme. Development will not be achieved unless everybody has access to knowledge.

Within the field of basic education, the Jomtien Declaration and the Framework for Action set an ambitious goal for social development. The notion " basic education" is defined in a broad sense, including the whole of compulsory education as well as early childhood development, adult literacy and training and acquisition of life skills. The Pan-African Conference on Education for Girls led to UNESCO's special project "*Promoting girls' and women's education in Africa*" launched in Africa. *The World Conference on Special Needs Education* and its follow-up activities have encouraged Member States to review their policies, with inclusive education as the guiding principle. Innovative approaches to providing basic education in school and especially out of school have been documented and distributed widely through the *Education for All : Making it Work* series of illustrated booklets.

UNESCO's activities in the field of secondary and vocational training are also geared to endogenous capacity building. In the field of higher education UNESCO is establishing networks among universities. *The International Commission on Education for the Twenty-First Century* has identified new roles of and demands for education and suggested new directions in education for social development. UNESCO's inter-university networks, UNEVOC in vocational education, SCIENCE 2000 in scientific and technical education as well as the UNESCO programme UNITWIN, in particular UNESCO Chairs on Sustainable Development, are working towards innovation and reform in these fields. The *5th International Conference on Adult Education* focused on the contribution of active participation and adult learning to social development, the *Hamburg Declaration* and the *Agenda for the Future* made explicit reference to the World Summit. Recently, the World Conference on higher education focused on the preparation of new generations for a sustainable future. Higher education must be well-informed of expectations from the outside world in order to adopt the necessary proactive role and thus respond to the need to prepare students for indeterminate future job tasks, new employment patterns and contributions to innovation in society, hence to social development. It also made a strong statement on the need to prepare future generations for social investment into a world crowded with 8 billion people and more.... The need for universities to play fully their role as social actors was emphasized in discussions on sustainable development.

UNESCO publishes biennially *the World Education Report*, which monitors and surveys the trends in education and draws on the work of the Organization in the collection, analyzing and dissemination of educational data.

In the Programme of Action, democratic governance, respect for human rights, tolerance and the freedom of the press were all regarded as essential factors in the regulation of political, cultural, economic, social and ethnic tensions and therefore necessary for social development. UNESCO was, as the *lead agency, actively promoting the United Nations Year of Tolerance and is promoting it's follow-up.* It is also implementing programmes in support of the free flow of information in the world.

Authentic democratic governance is also the best way to eliminate discrimination and social exclusion and to reinforce social cohesion. It has developed an important human rights, democracy and peace programme. For example, the UNESCO Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance reviews the state of education for human rights, democracy, peace, tolerance and international understanding and recommends concrete measures for developing a comprehensive system of human rights education, including the preparation of relevant manuals, textbooks and other teaching materials as well as the development of networks of institutions active in education for peace, human rights and democracy; the *DEMOS project*, which started in 1995, is ensuring the promotion of democratic principles on the basis of a dialogue between political leaders and intellectuals; UNESCO has been elaborating national educational policies and action plans as a contribution to ensure the rule of law and democracy and to develop attitudes and values which promote responsibility, solidarity and strengthen civil society. Operational projects have been developed to promote respect for human rights, to contribute to social and economic empowerment of the poorer part of the population in developing countries and to aim for economically and ecologically sustainable development.

In order to achieve social development it is required that all people participate, especially the poor, unemployed, disabled, indigenous people, migrants and women. UNESCO gives a high priority to these groups by providing education and training in the management of their own communities, financial resources and technical facilities. Amongst other actions, in 1995, UNESCO signed a *Memorandum of Understanding with the Grameen Bank* of Bangladesh, under which the two organizations would in their respective fields of competence seek to respond better to the many different needs of those living in absolute poverty.

Cultural factors were recognized in the Programme of Action as an integrated part of a balanced development strategy. UNESCO is putting high importance to the safeguard of the cultural heritage and the indigenous knowledge of traditional cultures. The *New Strategy for Safeguarding Cultural Heritage Campaigns*, whilst retaining the core element of safeguarding per se, puts the emphasis on training of local personnel, on cultural tourism and on the economic protection and enhancement of cultural heritage. The implementation of the recommendations of the Perez de Cuellar Report of the World Commission on Culture and Development, "Our creative Diversity", and all the efforts to follow-up the Stockholm conference constitute a contribution to implement the Programme of Action of the World Summit for Social Development.

Participation in general and employment in particular are regarded as the most effective means in the struggle against social exclusion. The following activities are examples of UNESCO's action in this field: with a view to promote micro-enterprise development, UNESCO designed new strategies such as *Fashion for Development*, which enables the Organization to play the role of facilitator by offering visibility to innovative local development models (micro-credit programmes), promoting the work of traditional craftspeople and fostering linkages between artisans, designers and fashion houses, and securing markets for the products of traditional craftspeople; the Special Project on Enhancement of learning and Training Opportunities for Unemployed Youth is involving

non-formal vocational training opportunities for unemployed youth in poverty stricken peri-urban areas.

The Programme of Action recognizes that there are specific social development problems both in rural zones and urban areas. Big cities can be difficult to manage because of a concentration of problems such as unemployment, poverty, social exclusion, crime, violence and weakened human solidarity. UNESCO's MOST Programme is promoting policy-relevant research and field activities on the problems of cities and urban-rural interactions. Its programme on *Human Habitat* is focusing on the stimulation of urban policies aimed at enhancing social integration and rehabilitation of underprivileged settlements.

In Copenhagen, the relationship between society and nature was also acknowledged as a basic dimension of development. The earth's viability should be secured for both the current and future generations in line with Agenda 21. UNESCO has several scientific programmes working actively on various dimensions of environmental issues in an interdisciplinary perspective in order to achieve sustainable development; the Man and Biosphere (MAB), Intergovernmental Oceanographic Commission (IOC), International Hydrology Programme (IHP), International Geological Correlation Programme (IGCP), Management of Social Transformations (MOST) and the Inter-Agency and Interdisciplinary Project on Education and information on environment and population for human development (EPD).

Science and technology constitute tremendous resources for development in order to, among others, protect health, the economy and the environment. UNESCO publishes biennially the *World Science Report* and, as of 1999, the *World Social Science Report* which are monitoring the developments in this field. The issue of the relation between science and development will be discussed at the *World Conference on Science*, which will be held in June 1999 in Budapest. It is expected that clear commitments will be taken by the different partners.

Finally, a pre-requisite of social development, recognized in the Programme of Action, is the free and voluntary participation of people. This is linked to the accessibility and reach of communication and information facilities. It is therefore essential for social development to invest in improving such facilities and to expand their access to different segments of the society in order to provide people with the knowledge, skills and opportunities which are essential to make their opinions and concerns known. UNESCO is active in the building and strengthening of communication and information capacities through the International Programme for the Development of Communication (IPDC), General Information Programme (PGI) and Intergovernmental Informatics Programme (IPP). An innovative aspect of UNESCO's action is the promotion of a strong public domain, accessible on-line and off-line, viewed as a major mission of the Organization in the emerging information society. The main goal of all UNESCO's communication projects is to build or strengthen communication capacity in developing countries.

The Organization's integrated, intersectoral approach to social development illustrated above and in the compendium involves going beyond policies and measures which address sectorally certain syndromes of poverty to alleviate the living conditions of

the poor, in order to understand and propose actions at the level of the root causes of poverty and lack of social development in general, whether they have their origins internationally or nationally, in economic, social, cultural or political structures. UNESCO's approach is that the eradication of poverty can be achieved through macro-economic and microeconomic strategies and multisectoral social development programmes for improved health, education, literacy, shelter, family planning, population and gender equality. Poverty must be addressed in all its dimensions, not income alone. A people-centered strategy for eradicating poverty should start by building the assets of the poor. In this field, an integrated approach is more than needed.

Furthermore, the importance of recognizing the strong link between peace building and development which, as can be read in the Director-General's position paper, constituted a major contribution of UNESCO to the Social Summit, is duly reflected in the Organization's programme. Economic and social security of individual citizens is seen as a basic component of the culture of peace.

As a final note, UNESCO organized on 30 November 1998 an International Day of Reflection on Poverty, Progress and Development dedicated to the memory of Paul-Marc Henry, under the Director-General's chairmanship, followed by a brain-storming session with eminent experts and practitioners, where new development strategies and ideas for actions to follow-up the Social Summit were formulated. A publication from these two days of exchange will soon be issued.

Likewise, the International Social Science Journal will publish a special issue in December 1999 on *Policy Options for Social Development*. The issue will be divided into ten sections, one for each of the Copenhagen commitments. Part I of each section will provide an overview of current trends and challenges, and Part II will be dedicated to major policy recommendations to meet the ten commitments. The journal will be translated into six languages and will be available to all the delegates of the Copenhagen + 5 meeting. It is expected that this special issue of the ISSJ will be a valuable UNESCO contribution to the debates at the United Nations General Assembly's high-level session in the year 2000.

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METHODOLOGY USED TO DRAFT THE COMPENDIUM

The Copenhagen Programme of Action outlines policies, actions and measures to implement the principles and fulfill the commitments set out in the Copenhagen Declaration. The Programme consists of five chapters, each of which is divided into ´Basis for Action´ and 'Objectives and Actions´;

Chapter one is entitled	"An enabling environment for social development"
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Chapter five	"Implementation and follow-up."

This Compendium synthesises UNESCO´s follow-up activities to the Social Summit held in Copenhagen 1995. It is based on the contributions from all relevant units of the UNESCO Secretariat.

UNESCO´s Social and Human Sciences made a memo based on the Programme for Action from Copenhagen asking UNESCO´s units for contributions. The memo was based on a selection from the Programme for Action of the chapters and activities in the Programme of Action, which are of most relevance to UNESCO´s field of competence. UNESCO´s activities have been placed under chapters 1, 2 and 4 of the Copenhagen Programme of Action. UNESCO´s activities relating to Chapter 3 of the Programme of Action; "The expansion of productive employment and the reduction of unemployment" have been integrated under chapters 1, 2 and 4.

Each chapter states main actions, which will be achieved through several sub-actions to be taken, some of which are of relevance to UNESCO and some which are not. Under each chapter we have therefore selected those main actions which are of relevance to UNESCO, and then again selected the sub-actions to be taken, based on the Programme of Action, which are of most relevance to UNESCO.

This means that under e.g. chapter 1: *An enabling environment*
one Main action is: A : To create a favorable national and international economic environment.
In order to achieve this, there are several objectives stated with sub actions.
For example under objective 9: 'The *promotion of mutually reinforcing, broad-based, sustained economic growth and sustainable development on a global scale, as well as growth in production, a non-discriminatory and multilateral rule-based international trading system, employment and incomes, as a basis for social development, requires the following actions*:.....'

There are 11 sub-actions identified from (a) to (k). We have chosen under this objective to focus only on the follow-up activities of two of the sub-actions, namely (b) and (k).

This methodology applies to the whole document.

As the five chapters in the Programme of Action are closely interlinked, some of UNESCO´s activities could have been placed under more than one of the chapters. In most cases we have chosen to put them under only one of the chapters, but they can be read with reference to other chapters as well.

COMPENDIUM OVER UNESCO'S FOLLOW-UP ACTIVITIES TO THE WORLD SUMMIT FOR SOCIAL DEVELOPMENT[1]

Copenhagen 1995

A A favorable national and international economic environment

9. The promotion of mutually reinforcing, broad-based, sustainable economic growth and sustainable development on a global scale, as well as growth in production, a non-discriminatory and multilateral rule-based international trading system, employment and incomes, as a basis for social development, requires the following actions:

(b) Implementing sound and stable macroeconomic and sectoral policies that encourage broad-based, sustained economic growth and development that is sustainable and equitable, that generate jobs, and that are geared towards eradicating poverty and reducing social and economic inequalities and exclusion;

- UNESCO´s Man and Biosphere programme supports biodiversity conservation linked to sustainable human development. The main emphasis is on strengthening the World Network of Biosphere Reserves by assisting existing reserves and by stimulating the designation of new reserves. A Biosphere Reserve couples appropriate protection of core and buffer areas to conserve plant life, animals and other living creatures with social development for the surrounding population.

- The Man and Biosphere programme and the UNESCO project on *Environment and Development in Costal Regions and in Small Islands* assist governments to fulfill the various Social Summit recommendations on social development. Given that poverty is accepted as a major reason why people are unable to adopt sustainable behaviour, the programmes recognize the importance of poverty alleviation and will link with other activities working to achieve it. Both will progressively be developed in ways that respect "wise practices" in social development as embodied in the Social Summit recommendations, for example by giving special attention to the needs and role of women and other groups in the community.

- *The Pan-African Conference on Sustainable Integrated Coastal Management (PACSICOM),* Maputo, Mozambique, July 1998, strongly underlined the importance of social and cultural management. Work is concentrated on implementation of the PACSICOM recommendations with a particular emphasis on the role of the communication and education professions.

[1] Sentences typed in bold are quotes from selected, relevant chapters and actions in the Programme of Action from Copenhagen. Sentences typed in fine are UNESCO´s follow-up activities to the Social Summit based on contributions from all relevant units of the Secretariat.

- The biennial publication of the UNESCO *World Culture Report* aims at providing technical assistance in policy formulation in the areas of culture and development in order to highlight socio-cultural and economic practices that are culturally sensitive. The Report analyzes alternative development processes that encourage the flowering of different cultures. This endeavour is being carried out with the support of technical expertise and cultural statistics. The Report aims at stimulating collection, analysis, exchange and diffusion of data.

- UNESCO provides "technical assistance to promote sustainable development", among others, through the *World Solar Programme 1996-2001, UNISPAR Programme* and *Engineering Education Programme.*

- All IOC major programmes and activities fall within the framework of the Rio de Janeiro and Copenhagen Conferences. These Programmes are as follows:
  - I *Ocean Science in relation to Living Resources*
  - II *Ocean Science in relation to Non Living Resources*
  - III *Ocean Science in relation to Climate Change*
  - IV *Training, Education and Mutual Assistance*
  - V *Global Ocean Observing System*
  - VI *General Bathymetric Chart of the Oceans*

- The UNESCO Montevideo Office undertook the following activities in this field:

- *III IberoMAB Thematic Meeting*. Biosphere Reserve Sierra del Rosario, State of Pinar del Rio (Cuba), 22-26 June 1998. The meeting dealt with environmental communication for sustainable development of the communities of the Ibero American Network of Biosphere Reserves and with the status of the MAB National Committees and the Ibero-American Biosphere Reserves.

- Project: *Establishing of a system of environmental and sustainability indicators for the Biosphere Reserve,* Laguna de Pueblos (Argentina). The UNESCO contribution is helping to develop a monitoring system for the Biosphere Reserve Laguna de Pueblos, through the creation of a system of indicators and the establishment of cartography of the environmental units of the Biosphere Reserve.

- Project: Within the framework of the UNESCO MAB Programme, support to activities organized by the *Centro de Estudios de Ecologia Tropical* (CIET). The UNESCO contribution for the present biennium foresees the following activities: International Course on Water Economy in the Sustainable Management of Agro-ecosystems (1998) and International Meeting on Biosphere Reserves in the conciliation of the ecological integrity of fragile systems and the socio-economical processes (1999).

- Project: Support to the *Mountains Programme of the Centro de Investigaciones Ecologicas de los Andes Tropicales*. The UNESCO contribution will help defray the costs of elaboration of the Los Páramos de Mérida Biosphere Reserve proposal, completion of the work of a synthesis of the Mérida Range and research on the agro-ecological basis for the management of fertility in the Páramo de Gavidia.

- Under the *multinational project of Co-operation for Biodiversity Conservation and Sustainable Development of the Biosphere Reserves of Ibero-American Network of Biosphere Reserves -CYTED* the following activities have been supported:

- Meso-America and the Caribbean Sub-region (Costa Rica, Cuba and Mexico). *International Workshop on Eco-tourism: successful aspects and weaknesses on specific cases,* San Jose (Costa Rica). The UNESCO contribution helped to defray the organization costs of the Workshop.

- Amazon Sub-region (Bolivia, Ecuador, Peru). Project: *Development of standard methods of environmental monitoring, management and exchange of experiences on environmental education in Biosphere Reserves of the Amazon area.* The UNESCO contribution helped defray the costs implied by the first phase of the project. This phase consisted of two main activities: Workshop on sub-regional co-ordination of environmental monitoring methodologies, held in the Biosphere Reserve El Beni, November 1998, and assistantships of the participants at the Biosphere Reserve Manu in Peru.

- Southern Cone Sub-region (Argentina, Brazil, Uruguay). *Seminar-Workshop on Monitoring at the Biosphere Reserve,* Bañados del Este, Rocha (Uruguay), November 1998.

Other activities of the Ibero American Network of Biosphere Reserves-CYTED:

- *Meeting on support to sustainable development in African Portuguese-speaking countries through international co-operation,* Coimbra (Portugal), May 1998. This meeting was focused on the presentation and recognizing by the PALOP of the concept of Biosphere Reserves and of the Ibero-American Network of Biosphere Reserves CYTED.

- *Meeting of the Co-ordinators of the Sub-regions that conform the Ibero American Network of Biosphere Reserves-CYTED*, San Jose (Costa Rica), Sep/Oct 1998. This meeting had as a goal the review and preparation of the final version of the Project of Multinational Co-operation for the Biodiversity Conservation and Sustainable Development of the Ibero American Biosphere Reserves.

- The UNESCO Nairobi office undertook the following activities:
- Support to a *University course on Environmental Impact Assessment* (EIA), April 1998, University of Abodo Adjame, Abidjan, Côte d'Ivoire. UNESCO sponsored participants.
- Support to *5th College on Thin Film Technology*, August 1998, University of Dar-es-Salaam, Tanzania.
- Support to *9th Natural Products Summer School*, August 1998, University of Dar-es-Salaam, Tanzania.
- Support to *East and Southern Africa Environmental Chemistry Workshop*, November 1998, University of Nairobi, Kenya. UNESCO sponsored participants.

- The UNESCO Beijing Office's activities in natural sciences also contribute directly or indirectly to the attainment of the objective "Ensure equitable distribution of global economic growth".

- Since 1992, the establishment of the *UNITWIN/UNESCO Chairs programme on Sustainable Development* has responded to the challenges set out in Agenda 21 (Rio) to apply social scientific expertise to the search of new solutions which will improve the social and natural environment. Some 40 Chairs and 12 networks in the world are

dedicated to the transfer of first quality training, research and information. They are also geared to direct community action and advocacy planning, by including a strong outreach component into their updated curricula.

- The International Commission on Education for the Twenty-First Century works on the new roles of and demands for education and suggests new directions in education for social development. UNESCO's interuniversity networks, UNEVOC in vocational education, SCIENCE 2000 in scientific and technical education as well as the UNESCO programme UNITWIN work for innovation and reform in these fields. UNESCO publishes biennially *the World Education Report,* which monitors and surveys the trends in education and draws on the work of the Organization in the collection, analysis and dissemination of educational data.

11. Within the framework of support to developing countries, giving priority to the needs of Africa and the least developed countries, the following actions are necessary at the national and international levels, as appropriate:

(a) Implementing effective policies and development strategies that establish a more favorable climate for social development, trade and investments, giving priority to human resource development and promoting the further development of economic institutions;

- L'UNESCO a entrepris de renforcer l'action spécifique qu'elle mène en faveur des PMA afin de contribuer, dans ses domaines de compétence, à la mise en œuvre de la Déclaration et du Programme d'action du Sommet Mondial pour le Développement Social de Copenhague (1995). A cet effet, elle s'est engagée à soutenir et à accompagner, dans ses domaines de compétence, les stratégies nationales et régionales arrêtées par ses Etats Membres. Les actions qu'elle mène ce faisant sont de trois sortes :

- certaines visent des populations spécifiques et ont pour but d'améliorer leur situation et de faciliter l'accès aux services sociaux de base : actions d'alphabétisation, de généralisation de l'enseignement primaire et d'éducation permanente, ainsi que les activités réalisées dans le cadre de l'initiative *Apprendre sans frontières*;

- d'autres sont destinées à contribuer au renforcement des capacités : formation de chercheurs en sciences sociales et de spécialistes de la technologie, consolidation des infrastructures de la recherche, création de banques de données; ou à soutenir les recherches visant à élucider les causes profondes de la pauvreté dans des contextes culturels et sociaux particuliers, ainsi qu'à assurer l'évaluation et le suivi des programmes en cours d'exécution;

- d'autres enfin ont pour but d'encourager, de soutenir ou d'accompagner la réflexion, les initiatives et les échanges d'information sur les processus de paix et de démocratisation en Afrique et dans les PMA.

- In order to allow African museums to play their role in the preservation of cultural heritage and to contribute to the education of people, UNESCO has pursued its collaboration with specialized institutions like ICCROM *(Centre international d'études*

pour la conservation et la restauration des biens culturels) and ICOM (*Conseil international des musées).*

- Dans le cadre du programme PREMA (prévention des musées en Afrique), mené par l´UNESCO et l´ICCROM sur financement extrabudgétaire allemand, des cours de spécialisation sont organisés pour les techniciens/conservateurs/restaurateurs, travaillant dans les musées d´Afrique. L´objectif est de créer un réseau de professionnels africains capables d´organiser eux-mêmes la formation en matière de conservation de leur patrimoine culturel. C´est ainsi que les cours qui étaient au départ organisés au siège de l´ICCROM en Italie, se tiennent désormais sur le continent africain et les enseignements sont en partie assurés par des spécialistes africains des musées.

- In July 1998 the *Pan-African Conference on Sustainable Integrated Coastal Management* was held in Maputo, Mozambique. The conclusions were largely reflected in the documents, as adopted by the African ministers of environment. In the preamble and general principles of PACSICOM (the Pan-African Conference on Sustainable Integrated Coastal Management) the following recommendation was adopted: Designing *of innovative and comprehensive strategies for sustainable integrated coastal environment management in the Africa region, taking fully into account, the cultural and social dimensions of development and bearing in mind the interface processes between the physical environment, the cultural heritage and people*. The follow-up of the PACSICOM conference includes the Cape Town conference in the month of December 1998 and *La conférence des partenaires de PACSICOM* in the month of June 1999.

- A project is being set-up in co-operation with the government of Cape Verde. In association with the National Programme for the Fight Against Poverty, UNESCO is planning to analyze the impact on poverty of policies and strategies in the field of health, education and population policies.

- The project *Ethno-Net Africa* addresses one of the main causes of poverty in Africa which is ethnic conflict. It is an attempt to understand the causes of ethnic conflict in Africa. The project envisages conducting comparative research in many African countries on the causes of ethnic conflict. It will also create a large database on ethnic conflict useful to policy-makers and the academic community.

- See page 23 - 25: *DEMOS*

11. Making economic growth and the interaction of market forces more conducive to social development requires the following actions:

(d) Promoting greater access to technology and technical assistance, as well as corresponding know-how, especially for micro-enterprises and small and medium-sized enterprises in all countries, particularly in developing countries;

- With a view to promoting micro-enterprise development UNESCO designed new strategies such as *Fashion for Development,* which enables the Organization to play

the role of facilitation: offering visibility to innovative local development models (micro-credit programmes), promoting the work of traditional craftspeople and fostering linkages between artisans, designers and fashion houses, and securing markets for the products of traditional craftspeople. This strategy seeks not only to bring together the essential components (skill, capital, technical assistance, marketing, culture and creativity) necessary to help traditional craftspeople develop sustainable micro-enterprises but also to preserve the cultural heritage of different population groups. Within the framework of the Fashion for Development strategy UNESCO supported:

1. *The Weavers of Bangladesh*

Weavers in rural Bangladesh, where high-quality textile production was once the mainstay of the economy, have been struggling in recent years to survive and keep the handloom industry alive. With a view to preserving the handloom industry, Bibi Russel, a Bangladeshi woman designer has taken a pioneering approach, blending her own creative energies of the highly skilled weavers, in order to increase the export potential of the handloom sector.

So as to preserve the cultural heritage and prevent highly skilled craftspeople from being forced to abandon their trade to become poor, superfluous and displaced labourers, UNESCO, in February 1996 organized jointly with the Grameen Bank and Bibi Russell a special event entitled *Culture, Creativity and Crafts towards Poverty Eradication.* In this context, the fashion show, which was organized at UNESCO Headquarters in Paris, drew the attention of European fashion houses to the quality and originality of the Bangladeshi hand-woven fabrics. As a result more than 30,000 weavers in Bangladesh received work-filling orders of European buyers.

2. *The war affected women of Bosnia and Herzegovina*

In December 1997 UNESCO Headquarters organized a *weeklong exhibition and sale of handicrafts and knitted goods. A Round Table Discussion on "Women, Trade, and Micro-credit in Bosnia and Herzegovina* was also organized during the same period and emphasized the urgent need for credit facilities for these women to help them start up income generating activities or to create their own micro-enterprises based on their traditional skills. The discussion further underlined that in addition to micro-credit, it is essential to provide access to markets and capacity building services to improve productivity, efficiency and management skills. Finally, the event culminated in a *Fashion show* presenting an original knitwear collection of Bosnian designer Amela Vilic, the elements of which were made by displaced women from some of Bosnia's worst war-ravaged areas. The excellent exposure of the work of the Bosnian women opened for them many business contacts and the prospects for sales of the knitwear are very promising.

UNESCO intends to bring the fine work of micro-entrepreneurs (the weavers of Bangladesh, the knitters of Bosnia, the indigenous women weavers of Latin America and the traditional artisans of Africa) to the attention of the mainstream fashion world, giving visibility to their creative work and facilitating access to new markets.

- A l'occasion de l'exposition sur Les Routes de fer en Afrique, qui devrait s'ouvrir au Musée de l'Homme en novembre 1999, l'UNESCO, des Industries culturelles et du Droit d'auteur sollicite la participation des artisans et petits entrepreneurs spécialisés dans la fabrication d'objets à base de fer, en vue non seulement de montrer le développement remarquable de cette industrie de récupération à travers l'Afrique, mais également de favoriser au profit de ces travailleurs, des opportunités commerciales à l'occasion de cet événement et à moyen terme.

- Ce projet prévoit également de faire participer au projet, des forgerons et métallurgistes locaux, groupe social traditionnellement marginalisé dans de nombreuses sociétés africaines, jeunes ou non, sous forme de démonstrations de réduction du minerai et de fabrication d'objets in situ, dans le cadre de l'exposition pluridisciplinaire itinérante sur le travail du fer. Le projet des *Routes du fer en Afrique* prévoit, aussi avec l'aide de l'UNESCO et de l'ONG "Tools for self reliance", de favoriser l'intégration de jeunes en difficulté, dans le travail de la métallurgie de récupération.

(j) Supporting institutions, programmes and systems to disseminate practical information to promote social progress;

- An innovative aspect of UNESCO's action is the promotion of a strong public domain, accessible on-line and off-line (the *Global Cyber Commons*), viewed as a major mission of the Organization in the emerging information society. This was a major theme of the Infoethics'98 Congress, October 1998. At the operational level, UNESCO has initiated the building up of a general repository for all information of a public nature, which is relevant to UNESCO's field of competence. At a first step three representative pilot applications were selected (i) *Virtual library of classic works of Arab literature*; (ii) *Electronic anthology of development information for the Sahel* containing documents for general readership targeted primarily for use in public libraries; and (iii) *Internet in the South* containing the essential free software, training modules and documentation needed to establish and exploit the Internet in developing countries. All three collections were conceived for dissemination, free of charge to developing countries. On CD-ROM as well as being made available by the end of 1998 and finalized in 1999, based on user feedback.

Arrangements were made with partners for the selection of the information and the development of the products. Several technical problems are being resolved, notably the development of interfaces to ensure an appropriate and friendly functionality in the users languages. Another problem has been that of identifying and adopting strategies for the different categories of works, which can be made freely available to the public, since in addition to public domain information in the strict sense, there are also categories of documents which can be freely disseminated providing that certain constraints are applied (e.g. respecting integrity and paternity in the case of authored works and restrictions on commercialization in the case of certain free software), for these purposes model agreements with right holders are being developed. It is expected that these projects will provide guidance to Member States, civil society organizations, and to the international community, including UNESCO itself, on appropriate strategies and techniques for building a viable electronic public domain at the national and international level. Key

parameters for this operation will be the impact of public domain information on development, the costs involved in building public domain repositories, and the viability of partnerships of civil society, government and the private sector organizations in ensuring the collection of and public access to useful information. UNESCO will be able to apply these results in refining its own role as a catalyst in this process, through an appropriate balance between the role of the Organization's own website in disseminating the information held by UNESCO, National Commissions, NGOs and other partners and the establishment of appropriate links with national and international initiatives with similar objectives.

- UNESCO has strongly supported the *round tables on communication for development* organized by the specialized agencies of the UN system (FAO, UNESCO, UNICEF, UNFPA, UNDP, UNDPI and WHO). These round tables are an informal mechanism for consultation, sharing of ideas and experience and, where appropriate, organizing joint action. Eminent scholars from universities and field project experts are associated with these meetings to ensure professional updating and sharing of experiences. Since 1989 roundtables have been organized in New York, Paris, Rome, Lima, Chiang Mai and Harare. The 7th round table was held in Bahia, Brazil and was organized by UNICEF. A concrete product that has emerged from these round tables is the recent book by Colin Fraser and Sonia Restrepo Estrada, *Communicating for Development: human change for survival.* It reviews development theories and processes as well as compares the approaches used by the agencies in applying communication to development.

- The main goal of all UNESCO's communication projects is to build or strengthen communication capacity in developing countries in Africa, the Arab States, Asia, Latin America and the Caribbean. These projects and activities contribute to widening access to information in those regions. They include: (i) *strengthening, computerization and extension of news agencies and broadcasting organizations in Cameroon, Cape Verde, Eritrea, Gabon, Madagascar, Malawi, Mozambique, Yemen, Barbados, Belize, Cuba, Haiti, Laos, Papua New Guinea, Solomon Islands, Tonga and Vanuatu*; (ii) *improvement of national radio and television coverage in Equatorial Guinea and Uganda*; (iii) *acquisition of an outside broadcasting van for rural programme production in Egypt*; (iv) *Internet-community radio in Sri Lanka*; (v) *communication technology training for local newspapers in the Philippines*, and (v) *development of rural information unit in Grenada and Trinidad and Tobago.*

- Particular attention is given to training communication professionals in order to develop human resources in communication. These activities help to equip communication professionals with the skills and knowledge required for an effective dissemination of practical information to promote social development. Such projects include: (i) *training of Mediterranean women journalists*; (ii) *Zimbabwe Film and Video Training project in Southern Africa*; (iii) *establishing Mass Media Training Centre in Ethiopia*; (iv) *human resources development for the media in Lesotho and South Africa*; (v) *strengthening the training capabilities of the Noor Al -Hussain Foundation in Jordan*; (vi) *establishing the Cambodia Communication Institute*; and (vii) *upgrading the National Mass Media Training Centre in Laos.*

B. A favourable national and international political and legal environment

14. To ensure that the political framework supports the objectives of social development, the following actions are essential:

(b) Ensuring the rule of law and democracy and the existence of rules and processes to create transparency and accountability for all public and private institutions and to prevent and combat all forms of corruption, sustained through education and the development of attitudes and values promoting responsibility, solidarity and a strengthened civil society;

- UNESCO has been elaborating national educational policies and action plans through publication (in the six official languages) and dissemination of a colour brochure (*Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy)* as a contribution to ensure the rule of law and democracy and to develop attitudes and values which promote responsibility, solidarity and strengthen civil society. The publication is also available on Internet and CD-ROM and has been translated by some Member States into their national languages.

- *The work and final report of the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance*, helped focus UNESCO action on the promotion of a culture of peace through educational activities and brought to light the particular interest of Member States many of whom took part in the four Committee sessions as observers - in developing this dimension of education, particularly with a view to ensuring the rule of law and democracy.

- Monitoring the implementation by Member States of UNESCO and UN standard-setting instruments and action plans on education for a culture of peace, human rights and democracy, in particular through the preparation of a questionnaire within the Permanent System of Reporting, which is to be sent to Member States by December 1999.

- En se fondant ainsi sur une conception de la démocratie vue à travers les identités culturelles de toute société, l'UNESCO oeuvre à l'intégration des institutions et des règles de l'état démocratique avec celles des sociétés autochtones et à la mise en oeuvre des mécanismes de participation des citoyens au service de la construction de la démocratie. En cas de conflits culturels ou ethniques, elle favorise le dialogue entre les communautés de manière à faciliter la réalisation d'accords de paix. En expliquant le phénomène démocratique à la lumière de l'ensemble des phénomènes sociaux, l'UNESCO apporte une contribution originale à l'étude de la question de la gouvernance et aide ainsi à la définition, par les sociétés elles-mêmes, des solutions à leurs problèmes concrets ainsi que des conditions qui permettent l'interaction entre les nations dans un contexte de démocratie internationale.

- Le projet *DEMOS*, débuté en 1995, a assuré la promotion des principes démocratiques en Amérique latine et dans les Caraïbes. L'objectif de ce projet est d'alimenter une réflexion de fond sur les processus démocratiques, de favoriser le dialogue entre gouvernants et gouvernés et de promouvoir les principes démocratiques de justice, de

liberté, de solidarité et de participation sans lesquels il n'est pas de paix durable. Cette réflexion a été ménée dans une série de cinq "laboratoires" de réflexion politique et sociale consacrés aux thèmes suivants:

- *L'Amérique latine face à une crise de civilisation*
  7-28 mars 1995, Contadora(Panama).

- *Etat, interdépendance et souveraineté*
  22-23 juillet 1995, Cartagena (Colombie).

- *Pauvreté, culture de l'inégalité et développement social*
  6-7 janvier 1996, Caracas (Venezuela).

- *Transformations sociales et représentation politique en Amérique latine et dans les Caraïbes*
  11-12 mai 1996, Montego Bay (Jamaique).

- *La gouvernance démocratique en Amérique latine et dans les Caraïbes*
  21-22 septembre 1996, Santiago (Chili).

Ce processus a été couronné par le "*Sommet régional pour le développement politique et les principes démocratiques*", organisé (du 3 au 6 juillet 1997) à Brasilia (Brésil) et a donné lieu à la publication *Gérer la mondialisation; la politique de l´inclusion: le changement de la responsabilité partagée*.

- La *Conférence internationale sur la culture de la paix et la gouvernance*, organisée en septembre 1997 par le gouvernement du Mozambique et l'UNESCO, a donné lieu à un échange fructueux d'expériences en matière de principes démocratiques et de gouvernance entre pays d'Afrique et d'Amérique latine. A l'issue de cet échange, les signataires de la Déclaration de Maputo ont demandé l'aide de l'UNESCO pour engager un processus de réflexion sur la démocratie, en suivant la voie ouverte par le projet DEMOS en Amérique latine.

- Du 2 au 4 juillet 1998, s'est réunie à Maputo (Mozambique) une conférence organisée par l'UNESCO, dans le cadre du projet DEMOS *Afrique face a la mondialisation: les défis de la démocratie et la gouvernance.*

Au cours du présent biennium, l'UNESCO développera les actions suivantes dans le cadre du Projet *DEMOS*:

Amérique latine et Caraïbes

Publication et diffusion en quatre langues des actes du *Sommet régional pour le développement politique et le respect des principes démocratiques*, Brasilia, 1997 (janvier 1998). The "Brasilia Consensus" (The Declaration of the Regional Summit for Political Development and Democratic Principles, 6 July 1997) adopted under the auspices of UNESCO's DEMOS programme stated that nations must conclude "A new pact on global governance for peace, and to make international economic flows equitable, control

financial speculation and democratize communications, so that a system of shared development may be constructed".

- *Réalisation de quatorze réunions nationales et sous-régionales d'analyse sociale dans les pays d'Amérique latine et des Caraïbes* (au cours du biennium 1998-1999).

- *Réunion du Comité consultatif du Projet DEMOS* (juin 1998)

- *Réunion DEMOS des Maires des villes capitales de l'Amérique latine et des Caraïbes,* au Mexique (au cours de 1998)

- *Groupe de travail sur l'économie pour la paix* (février 1999)

- *Groupe de travail sur l'indice de citoyenneté* (mai 1999)

Afrique

- *Sommet de Chefs d'état et de Gouvernement d'Afrique sur "Démocratie et Gouvernance",* (février 1999)

- *Réunion des pays de l'Afrique occidentale sur "Démocratie et Gouvernance",* (premier semestre 1999)

- *Trois réunions sous-régionales sur "Démocratie et Gouvernance"* en Afrique du Nord, Afrique Centrale et Afrique de l'Est (au cours de 1999)

- UNESCO is implementing several extra-budgetary projects in communication for good governance, peace and human rights, particularly in African countries. These projects include: (i) *communication and good governance in 10 West and Central African countries*; (ii) *media and communication for democracy and sustainable development in 12 West and Central African countries*; (iii) *strengthening democracy and governance through development of the media in Mozambique*; (iv) *civic education for peace and governance in Somalia*; (v) *Central American networks for democracy, development and peace*; and (vi) *training in communications to strengthen democracy and community participation in Paraguay.*

(c) Eliminating all forms of discrimination, while developing and encouraging educational programmes and media campaigns to that end;

- The *sixth Consultation of Member States on the Implementation of the Convention and Recommendation against Discrimination in Education* was launched and a progress report on 44 national reports submitted by UNESCO´s Member States in the 1996-1997 biennium was prepared for UNESCO´s Executive Board. The consultation process and its final report to be submitted to the 30th Session of the General Conference (October-November 1999) are focused on the basic education of the following four population groups i) women and girls, ii) persons belonging to minorities iii) refugees and iv) indigenous people, with a view to providing

information on measures taken to avoid situations which might lead to unintentional discrimination or unequal treatment with regard to equal access to basic education.

- UNESCO published: *The Struggle Against Discrimination* and *New Forms of Discrimination.*

- Articles de presse dans les journaux et numéros spéciaux de *Sources* et du *Courrier de l'UNESCO* sur la traite négrière.

- Participation à des émissions de télévision et à des réunions sur cette question.

- Publication de la collection *La route de l'esclave* qui comprend à présent quatre ouvrages scientifiques: ils sont à la disposition des chercheurs, des enseignants, des décideurs, afin notamment de favoriser l'inscription de cette question dans les programmes scolaires et de l'enseigner d'une manière objective. En outre, une brochure d'information sur le projet de *La route de l'esclave*, concernant des articles de vulgarisation, est prévue prochainement.

- Invitation des Etats membres à commémorer la journée du 23 août déclarée par la Conférence générale *"Journée internationale du souvenir de la traite négrière et de son abolition".*

- Une page Web concernant *La route de l'esclave* a été créée par l´UNESCO.

- Avec la réalisation de mallettes pédagogiques, en collaboration avec le Système des Ecoles associées, une action spécifique concernera le milieu scolaire. Le financement de cette activité est assuré par la NORAD.

De même, grâce à l'assistance de la NORAD, des documents de projets, en vue de la création ou de la réhabilitation de musées sur l'esclavage dans différents pays d'Afrique et des Caraïbes, sont en cours d'élaboration.

- Dans le cadre de sa coopération avec l'Organisation mondiale du tourisme, l´UNESCO a entrepris des actions de promotion du tourisme culturel appelées "tourisme de mémoire". Il s'agit d'établir, selon une stratégie sous-régionale, des circuits touristiques dans les pays d'Afrique et des Caraïbes pour la visite de lieux, sites et monument liés à la traite négrière. Des missions d'appui sectoriel, financées par la NORAD, en vue d'identifier ces circuits, sont prévues cette année dans 12 pays d'Afrique: Afrique du Sud, Angola, Bénin, Congo, Ghana, Guinée-Bissau, Malawi, Mozambique, Nigeria, Tanzanie, République Centrafricaine, Sierra Leone. Des missions analogues, entreprises l'année dernière, avaient concerné le Sénégal, la Gambie et la Guinée. L'objectif de ces missions est de permettre à ces pays d'inclure ce type de tourisme dans leur politique nationale de développement et de les aider à mobiliser des financements pour l'exécution de ces projets qui sont une source de main-d'œuvre abondante et d'enrichissement, sans compter son impact sur la prise de conscience, par les populations accueillantes, de cette tragédie qui a été la traite négrière transatlantique.

Des activités du même type seront dirigées vers les pays de la région Caraïbe en 1999 au titre d'un financement de la NORAD à négocier.

15. It is essential for social development that all human rights and fundamental freedoms, including the right to development as an integral part of fundamental human rights, be promoted and protected through the following actions:

(a) Encouraging ratification of existing international human rights conventions that have not been ratified; and implementing the provisions of conventions and convenants that have been ratified;

- Publication of *Major International Human Rights Instruments.*

This publication includes data on the state of ratification of human rights instruments (in English and French), both universal and regional. This publication is updated annually and provides valuable reference material in encouraging the ratification of existing international human rights conventions.

(b) Reaffirming and promoting all human rights and fundamental freedoms, which are universal, indivisible, interdependent and interrelated, including the right to development, and striving to ensure that they are respected, protected and observed through appropriate legislation, dissemination of information, education and training and the provision of effective mechanisms and remedies for enforcement, inter alia, through the establishment or strengthening of national institutions responsible for monitoring and enforcement;

- The Vienna Declaration and Programme of Action, adopted on 25 June 1993 by consensus by the World Conference on Human Rights, has become UNESCO's guide for the implementation of activities in the field of human rights. In conformity with its Constitution, UNESCO aims at contributing "...to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world without distinction of race, sex, language or religion".

- The *UNESCO-DANIDA Programme on Human Rights* seeks to promote respect for human rights, to contribute to social and economic empowerment of the poorer part of the population in developing countries and to aim for economically and ecologically sustainable development. The issues of democracy, gender, indigenous people and education are all aspects of the projects, which are based on local participation. Training based on the local need at all levels of society is therefore central to all the projects.

The following projects are all funded by DANIDA-funds-in-trust:

Cape Verde - Municipalities Training Programme for the Empowerment of Human Rights and Democracy

Municipalities and local management are reinforced with a view to strengthening democracy in Cape Verde. Both professionals within the public administration and Parliament are trained regarding the national policy of decentralization and popular participation in decentralized decision-making. The training is being expanded to parliamentarians and local authorities. Activities also include management of social activities for groups exposed to extreme poverty and eventual social exclusion.

Ecuador - Social and Cultural Empowerment Programme for Indigenous Communities in the Amazon region

In Ecuador an Indigenous Leadership Training Programme on Human Rights and Environmental Sustainability is undertaken at the grass-root level. The project is focused on the close relation of the environment to the protection of the natural and cultural heritage of indigenous communities. It includes training of leaders to improve their management and dialogue skills as well as special training of women in human rights and community participation, which has brought about a major achievement of direct participation of aboriginal women. The Media Empowerment and Training Programme covers *inter alia* technical training of an indigenous team in the production and transmission of bi-lingual radio-programmes.

Guatemala - Human Rights and Indigenous People

The training objective of this programme is to promote human rights and skills of indigenous leaders. Capacity-building on human rights the local level is essential for active participation of indigenous people in the democratization and peace process in Guatemala. The project also includes training of local civil servants, representatives of NGOs and other indigenous organizations. At university level, human rights education and research, including the social, political and cultural universe of present-day Mayan societies, is carried out.

Malawi - Parliamentarian Training Programme

In order to support the democratic process in Malawi, this programme seeks to upgrade the knowledge and skills of the parliamentarians. The parliamentarians, among them six women, take part in one of the courses on: Communication and Language Skills; Democracy, Governance and Human Rights, Financial Analysis and Economic Affairs and Gender Relations and Issues with a view to improve their performance as decision-makers of Malawi.

Mongolia - Human Rights, Local Democracy and Development at Bag level

In Mongolia the project addresses the issue of decentralization through the double perspective of human rights and democracy. The project aims at reinforcing local administration and community participation with a view to decentralizing authorities in rural areas. Workshops on the Human Rights and Democratic Governance Training Process are undertaken and a series of microprojects is concentrated on achieving human development by means of improving the quality of life in rural areas.

- *Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance.*

The UNESCO Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance reviews the state of education for human rights, democracy, peace, tolerance and international understanding and recommends concrete measures for developing a comprehensive system of human-rights education, including the preparation of relevant manuals, textbooks and other teaching materials as well as the development of networks of institutions active in education for peace, human rights and democracy. At its third session (1997) the Committee considered the preparation of a new integrated questionnaire to be sent to Member States in order to review the state of education for human rights.

- *Annual Meetings of Directors of Human Rights Institutes.*

Since 1989, UNESCO has organized Annual Meetings of Directors of Human Rights Institutes, which gather representatives of 40-50 human rights research and training institutes from all regions of the world, as well as incumbents of UNESCO Chairs. These meetings serve to exchange information and experience, to determine modalities and new initiatives, to improve mutual co-operation and co-ordination. At the 1997 meeting, implementation at national level of the Plan of Action of the UN Decade for Human Rights Education (1995-2004) was debated. In 1998 Regional Strategies, such as regional meetings, for the Plan of Action were discussed. Furthermore, the commemoration of the Fiftieth Anniversary of the Universal Declaration of Human Rights was on the agenda at the meeting held at UNESCO Headquarters 19-20 March, 1998.

- *A Panel on Human Rights Education "Building a Universal Culture of Human Rights" was held in at UNESCO Headquarters, Paris, 19 October 1998.*

The issues discussed at this Panel organized by UNESCO were Human Rights Education and Vulnerable Groups and Human Rights Education in Difficult Situations. The first issue was centered on human rights education empowering indigenous people and human rights education and the protection of the rights of the child and the second issue was specifically on human rights education promoting religious tolerance and human rights education preventing and solving ethnic tensions.

- *Regional Conferences on Human Rights Education.*

The UNESCO Regional Conference on Human Rights Education in Europe held in Turku (Finland, September 1977) provided an opportunity for a wide range of actors to meet and discuss ways of promoting human rights education in Europe. The conference indicated that two concrete issues should be addressed urgently: (a) incorporation of human rights education in school curricula, and (b) organization of appropriate teacher training in human rights and methodology of human rights education. The Conference was organized by UNESCO, the Finnish National Commission for UNESCO and the Institute for Human Rights at Åbo Akademi University. The Conference Report and European Implementation Strategy were published in the form of a booklet in October 1997.

- *UNESCO Chairs on Human Rights, Democracy, Peace, Tolerance and International Understanding*

The network of UNESCO Chairs on Human Rights, Democracy, Peace, Tolerance and International Understanding plays an active role in promoting education for human rights. Presently there are more than 30 Chairs in 27 countries of Africa, Asia, Europe and Latin America which are established in order to promote an integrated system of research, training and information activities and to facilitate sub-regional and regional co-operation between researchers and teachers. In order to improve co-operation among the Chairs and stimulate their contribution to the promotion of education and research for Human Rights, Democracy and Peace, the first international meeting of representatives of the Chairs was held in April 1998 in Austria.

- UNESCO Publications:

-Publication of *Major International Human Rights Instruments.*
This publication includes data on the state of ratification of human rights instruments (in English and French), both universal and regional. It is updated annually and provides valuable reference material in encouraging the ratification of existing international human rights conventions.

-Access to Human Rights Documentation. Documentation, Databases and Bibliographies on Human Rights. UNESCO, Paris, 1997. The third revised edition published in 1998 contains updated information on major works on human rights.
This edition of the *Access to Human Rights Documentation* is dedicated to the fiftieth anniversary of the Universal Declaration of Human Rights. The dissemination of information and documentation on human rights is *ex definitio* an obligation to UNESCO, which considers the promotion of education, including human rights education, as one of its principal goals. The information presented is useful for all those who are working on or interested in human rights and, in particular, for students, researchers and educators.

-Democracy: Theory and Practice. Published by Interprax, Moscow and Johns Hopkins University Press, Baltimore, 1995 (available in English and Russian).
This book deals with various problems related to the functioning of democratic institutions in long-established and in "new" democracies. It contains articles by well-known specialists who express their views on different models of democracy, on democratic mechanisms and institutions and on democracy-building processes in general, as well as on threats to democracy. This book will be of interest not only to researchers, but to all those who are not indifferent to the consolidation of a genuine democracy throughout the world.

-Human Rights: Questions and Answers, by Leah Levin, UNESCO Publishing, 1996.
The English version of a new edition of this popular teaching aid, completely revised and updated, was published in 1996. Bulgarian, French, German, Russian, Spanish versions have already been published and other linguistic versions will be published in 1998.
This book provides basic information on major human rights instruments, procedures for their implementation and activities of international organizations in order to promote and protect human rights and represents a contribution to the realization of the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004). The book is published in the hope that it will be useful to students and teachers and to all those who are involved or interested in the promotion and protection of human rights and fundamental freedoms.

-Introducing Democracy: 80 Questions and Answers: David Beetham and Kevin Boyle, UNESCO/Polity Press, Cambridge, 1995.
Versions in 23 languages among others Amharic, Arabic, Bulgarian, Korean, English, French, Georgian, Gujarati, Hindi, Lithuanian, Malayalam, Marathi, Oriya, Polish, Punjabi, Russian, Spanish, Swedish, Tamil, Telegu and Urdu.
This publication is of value to all those who want to know more about democratic theory and practice, whether as students, interested citizens, political activists or employees in public service, and whether they live in established or developing countries.

-*Manual on Human Rights for Universities.* This publication will encourage universities and professional and vocational training institutions to introduce curricula and innovative teaching aids on peace, human rights and democracy. The manual has been designed to give a fresh impulse to human rights education, with regard to present day challenges and the need for new objectives.

-*Nouvelles formes de discrimination/New Forms of Discrimination,* Pédone/UNESCO, 1995. (bilingual French /English).
In order to stress its international character this publication includes the proceedings of the experts' seminar on *New Forms of Discrimination: Immigration, Refugees, Minorities*, which has been organized under contract by the Marangopulos Foundation for Human Rights at Olympia, Greece, from 13 to 14 May 1994.

-*The Universal Declaration of Human Rights,* contains articles by Glen Johnson and Janusz Symonides, UNESCO, updated and revised English version published in 1998 available in English, Arabic, Bulgarian, Korean.
This publication traces the history of the drawing up of the Universal Declaration of Human Rights and its implementation by UNESCO whose action in favour of human rights has been inspired by its articles. This monograph, which is aimed at a wide public will hopefully be of interest to all those who are concerned about respect for human rights.

-*UNESCO and Human Rights, Standard-Setting Instruments, Major Meetings Publications,* UNESCO, 1996. UNESCO's obligation to promote and protect human rights was established by its Constitution, adopted on 16 November 1945. In order to realize its main objectives, the Organization has elaborated relevant international instruments. During its fifty years of its existence, almost sixty conventions, declarations and recommendations have been elaborated and adopted by the General Conference of UNESCO. A great number of these instruments are linked directly or indirectly with human rights. The texts of these instruments are reproduced in the first part of this publication. This book also contains a section comprising the final documents of major meetings related to human rights organized by UNESCO in recent years.

-Women's Rights UNESCO - *A collection of international instruments on the Rights of Women,* was published at the end of 1998.

-*World Directory of Human Rights Research and Training Institutions,* UNESCO, Paris, 1998, 4th edition, (trilingual version: English/French/Spanish)
It is hoped that this edition will interest a wide public and help to establish collaboration between institutions and enable to create networks of research and training institutions in order that specialists and non-specialists can all contribute to the promotion and protection of human rights.

- The first *National Conference on a Culture of Peace and Human Rights* was held in Maputo, Mozambique in January 1996. Participants including high-level government officials, leaders of opposition parties, NGOs, media representatives and parliamentarians debated the legal system, education for peace, social communication, women's issues and traditional culture.

- Under the United Nations system-wide *Special Initiative on Africa,* launched in 1996, UNESCO acts as lead agency for the development of *Communication for Peace-Building;* this action aims at strengthening the technical co-operation of media institutions as well as increasing the knowledge and skills of media professionals in using the media in support of peace-building and the promotion of tolerance, democracy and respect for human rights in Africa.

- The transdisciplinary project *Towards a Culture of Peace* aims to promote human rights and democracy within educational institutions, focusing on tolerance and non-violence, and intercultural dialogue, as well as the exercise of responsibilities associated with citizenship.

- UNESCO is about to issue a collection of work on cultural rights which will raise awareness and elucidate some of the difficulties and different points of view on this topic together with some proposals for action .

(f) Promoting and protecting the human rights of women and removing all obstacles to full equality and equity between women and men in political, civil, economic, social and cultural life;

- Development of a project with the South Asia partnership Pakistan (SAPP), a Lahore-based NGO, for promoting democratic awareness in women; the objectives of the project were to sensitize female community members, create awareness of the concept of democracy and democratic rights; communicate the importance of participation in the democratic political process; and encourage participation in elections.

- Publication : *Women´s Rights* (published late 1998).

(g) Giving special attention to promoting and protecting the rights of the child, with particular attention to the rights of the girls child, by, inter alia, encouraging the ratification and implementation of the Convention on the Rights of the Child and the Plan of Action for Implementing the World Declaration on the Survival, Protection and Development of Children in the 1990s adopted at the World Summit for Children;

- UNESCO participates in the regular meetings of the Committee for the Convention of the Rights of the Child and hosted the *first meeting of the task force on media and the child* at its headquarters in 1997. UNESCO also contributed to the establishment and operation of the *International Clearing House,* published three newsletters and the 1997 Yearbook, *Children and media* which was widely acclaimed. The survey carried out by the World Organization of Scout Movements in 23 countries on Young People's Perceptions of Violence on the Screen was completed in December 1997. The Director-General presented the report to the international press on 19 February 1998.

- The problem of sexual abuse of children, child pornography and paedophilia on the Internet is a problem that concerns the international community. Thus, UNESCO organized a *meeting on 18-19 January 1999* gathering key non-governmental

organizations, personalities, institutions and specialists to formulate a common and global plan of action against these crimes. This worldwide initiative followed the Director-General's statement of 20 July 1998 on the need for urgent action against the "unthinkable perversity" of paedophiles and the sexual and commercial exploitation of children and adolescents.

- See page 50: Project on *Growing up in Cities.*

- The programme *Children in difficult Circumstances* is to address poverty as a major and visible cause of the phenomenon of street children, working children and other disadvantaged groups of children. After the Copenhagen Social Summit, effective actions have continued to be taken in co-operation with the Member States of UNESCO, the E.U. Network on Street Children World Wide and NGOs in order to:

(a) raise or increase public awareness of the problem of social exclusion of children, especially exclusion from normal institutions of basic education;
(b) provide technical assistance to street children educators and social workers (professional training workshops, development of training materials and reception centers, exchange of information and experiences among professionals etc);
(c) encourage the mobilisation of financial and human resources;
(d) develop national and regional as well as local partnerships;
(e) promote the practical and concrete involvement of governments in solving the survival and education problems of children in difficult circumstances.

Concrete achievements:

A. Advocacy:

The publications on the activities of UNESCO (an information flyer, exhibition materials, a bibliography, a projects data base document and three books: *Fleurs de poussières,* 1994; *Working with Street Children,* 1995; and *A la recherche des enfants de la rue,* 1998) which were published on the programme continued to be distributed in the Member States.

B. Technical and financial co-operation and partnership development:

- educational pilot projects were launched in Mali, Namibia, and Salvador de Bahia in Brazil; private and innovative projects received financial assistance in *Africa* (Benin, Cameroon, Egypt, Guinea and Togo), *Asia* (Thailand, Viet Nam, The Philippines) in *Eastern Europe* (Romania and Russia), in *Latin America* (Mexico, Brazil , Columbia, Bolivia and Argentina).
- *UNESCO participated in, or organized* with various partners (such as the European Union, ILO's International Programme on the Elimination of Child Labour - IPEC and NGOs), international conferences, regional or sub-regional seminars and training workshops for street children educators and social workers for the improvement of their professional capacities, information exchange or partnership development;
- financial and direct assistance was given to several projects and programmes in the developing countries, and in countries being in economic and social transition.

The main development was the launching of intersectoral and inter-disciplinary projects in cooperation with national commissions for UNESCO or municipalities of large cities as from 1996. The principal aim of the pilot project is to involve directly public

authorities (i.e. central and government departments and municipalities) in the implementation of the programme.

C. Current activities:
During the current biennium one professional training workshop was held in October 1998 for ten countries of Southern Africa on *the psychology of the child in difficult circumstances.* Three other workshops are being organized, of which one took place in *Conakry* in Guinea (January 1999), on *preventive education against substance abuse and AIDS among street children in Africa,* the third one in *Nepal* (March 1999), on *education and sexual abuse of children in difficult circumstances,* and the third one which is linked to a project supported financially by UNESCO in the city of Konakovo in the Russian federation, will take place (in connection with the UNITWIN Programme) at the University of Tver on *the psychology of children in difficult circumstances and the social work,* (probably in May, 1999). An international congress organized by the *European Network on Street Children World Wide,* of which UNESCO is a member, took place in St. Petersburg (8-11 September1998). Another seminar on *The social exclusion of children (or street children as a sign of social value in crisis)* organized, with the intellectual co-operation of UNESCO, by the *Federal University Fluminense of Niteroi, Rio de Janeiro,* Brazil, took place in Niteroi (26-30 October 1998). This seminar was organized for Ph.D students in social work. A seminar for doctorate students in international law will be organized on the situation of children in European countries at the University of Nice (April 1999).

- It is foreseen that ten manuscripts on educational and social work practices which were prepared in co-operation with NGOs, will be published in book form as soon as the financial resources are available to serve: (a) as guides or manuals for police officers and (b) for street educators. A manual on the psychology of the child in difficult circumstances deriving from the workshops of Windhoek and Tver will be published in 1999.

- *Sommet des enfants (9-11 juin à Disneyland Paris et le 12 juin 1997, UNESCO)* ayant pour thème " la Société" a été confié à l´UNESCO et a vu la participation de:

- 39 pays
- 585 enfants
- 1200 participants (enfants, enseignants, journalistes, organisateurs, etc.)
- 19 langues utilisées dans 25 ateliers
- Adoption d´une Charte du Sommet des enfants et élection du Directeur général de l´UNESCO comme Ambassadeur du Sommet des enfants

(j) Strengthening the ability of civil society and the community to participate actively in the planning, decision-making and implementation of social development programmes, by education and access to resources;

- UNESCO, in particular through the *World Network on Biosphere Reserves*, and in line with the Seville Strategy for the World Network of Biosphere Reserves, promotes the involvement of local communities in resources use management, training and education.

- UNESCO's community media projects are targeted primarily at rural populations in developing countries who are particularly disadvantaged and deprived of most socio-economic opportunities, education and health care. UNESCO-sponsored community radio stations are increasing participation and opinion sharing, improving and diversifying knowledge and skills and in catering to health and cultural needs. Recently, such projects have been initiated or continued in Bangladesh, India, Nepal, the Philippines, Sri Lanka, Cameroon, Cape Verde, Cote d'Ivoire, Ghana, Guinea, Malawi, Namibia, South Africa, Zambia, Zimbabwe, Bolivia, Grenada, Guyana, Suriname, Trinidad and Tobago.

- A new initiative was launched by the Organization aimed at combining the advantages of the traditional medium of radio-such as simplicity and low cost, immediate contact with audience and deep social penetration-with the potential of new information and communication technologies. Thus a pilot project to combine new and traditional communication technologies in community radio was established in Kothmale, Sri Lanka. The project is being implemented in Collaboration with the Ministry of Posts, Telecommunications and Media, Sri Lanka Broadcasting Corporation, Sri Lanka Telecommunication Authority, Institute of Computer Technology and the University of Colombo. It is expected that such a broad partnership will result in a greater outreach and impact of the project.

- Another innovation in this area is the combination of the community radio concept with other development initiatives, such as the Grameen Bank micro-credit scheme in Bangladesh. A concept for a global umbrella project was developed envisaging a number of specific projects, adapted to regional, national and local conditions. The immediate objective is to set up in ten developing countries rural community media centers linked with a micro-credit fund for livelihood projects. The longer-term objective is to come up with a tested model for empowering life conditions in rural areas. The project strategy includes selecting target rural communities; determining the most appropriate medium (radio, television, video or audio recordings, newspapers or posters-or any combination of these); providing necessary equipment and training; organizing programme production on the most relevant issues such as poverty alleviation, reproductive health, environmentally sound practices, social participation, learning and job opportunities; promoting exchanges and networking among such centers and other development organizations, while making these centers self-sustainable through greater involvement of the communities and other partners. The other major part of the strategy is to provide advice and credits to those wishing to start their own enterprises, and to disseminate best experience. Finally, all the pilot projects will be evaluated and adaptable development models formulated and disseminated.

- A major transdisiplinary initiative is aimed at promoting the role of the public libraries and information services as community centers and as gateways to electronic information. The regional multipurpose community telecenter (MCT) pilot programme, which is being developed within the African Information Society Initiative and the United Nations System-Wide Special Initiative on Africa, is one example of an activity designed to meet this objective. The programme became operational with the launching of the first two projects in Mali and Uganda. Regular

programme and extra-budgetary support brought the planning to near completion for two other MCTs in Benin and the United Republic of Tanzania. UNESCO's assistance under DANIDA funds-in-trust concentrates on the establishment of the telecentres' library and information services in support of literacy campaigns, basic and non-formal education, government programmes, community development and other public service activity. UNESCO's participation in the MCT programme has helped to mobilize the co-operation of the International Telecommunication Union (ITU), the International Development Research Center of Canada (IDRC) and several other international partners which has avoided dispersion and duplication of effort and ensured the complementary application of a common evaluation methodology was advanced, with a view to concluding the pilot programme with an integrated evaluation report taking account of consultations among and feedback from all of the national implementations. This approach should enable UNESCO to promote the extension of these activities to other countries and regions, and should also provide a useful model for co-operation in other programme areas.

- Many of the activities and projects implemented by UNESCO in Africa, the Arab States, Asia, Latin America and the Caribbean, contribute to pluralism and diversity which are essential features of an enabling environment for social development. Independent and pluralistic media also provide greater access to a wide range of information and opinion on matters of general interest and can strengthen popular participation and promote transparency and accountability of political groups at local and national levels. Examples of such projects and activities are: (i) *strengthening the capacity of the Ghana Journalists' Association*; (ii) *reinforcing the independent women's press in Mali*; (iii) *strengthening the independent and pluralistist press of the Arab region and of the developing countries in the Mediterranean*; and (iii) *establishing independent radio stations in Tajikistan*.

16. An open political and economic system requires access by all to knowledge, education and information by:

(b) Raising public awareness and promoting gender-sensitivity education to eliminate all obstacles to full gender equality and equity;

- UNESCO is active in the building and strengthening of communication and information activities through the International Programme for the Development of Communication (IPDC), the General Information Programme (PGI) and the Intergovernmental Informatics Programme (IPP).

- UNESCO's approach to promoting women's self-empowerment is three-fold: 1) educate, 2) give access to quality information, 3) assist in creating networks. Among the various initiatives undertaken in this area, the Dutch-based project *Mapping the World database of women's information services in the world* is particularly promising. UNESCO is providing technical guidance and financial assistance.

- The UNESCO Project *Women on the Net*, has begun to map out the types of cyberculture created by women including the "borders" and exclusions they encounter. The project has identified how women are forging new frontiers, working

with the new communication and information technologies in their local and global settings.

(c) Enabling and encouraging access by all to a wide range of information and opinion on matters of general interest through the mass media and other means;

- UNESCO carries out activities which aim at encouraging debate between professional media organizations and representatives of civil society on the concept of public service media and on the need to reduce violence on the screen.

- In order to facilitate, at an international level, access to information about Best Practices and to establish contact between the actors participating in them, the MOST Programme has created the *Best Practices Database*. MOST is collecting information from all parts of the world about a variety of projects, policies and strategies related to the eradication of poverty and the reduction of social exclusion. The information about these activities is disseminated on the Internet.

(d) Encouraging education systems and, to the extent consistent with freedom of expression, communication media to raise people's understanding and awareness of all aspects of social integration, including gender sensitivity, non-violence, tolerance and solidarity and respect for the diversity of cultures and interests, and to discourage the exhibition of pornography and the gratudious depicition of explicit violence and cruelty in the media;

- During the 1998-1999 biennium, prototype curricula and potential resources (institutions and experts) on education and training for a culture of peace, with special emphasis on gender equality, will be prepared for teacher training and non-formal education, including educational aspects of the special project *Women and a Culture of Peace in Africa.*

  Promoting women's role in, and their contribution to developing a culture of peace implies, on one hand, facilitating their access to information that is of crucial importance to peace efforts, and enabling them, on the other hand, to share such information among women within a country and across borders. A first step in this direction is currently being planed with major women networks in Africa, focusing both on the use of traditional as well as modern forms of communication (The Pan-African Women's Conference on a Culture of Peace and Non-Violence).

- Conference on *Perspectives on Democracy: Do Women Make a Difference*? jointly organized by UNESCO, the Interparliamentary Union and the United Nations Division for the Advancement of Women.

- Development of a systematic media strategy involving United Nations, regional and national efforts, for education for a culture of peace and non-violence which provides a forum for the exchange of ideas and experiences;

- Support to open, two-way mass communication systems, which enable communities to express their needs and participate in decision-making;

- Support to independent media, including a priority for those in situations of violent conflict;

- Development and implementation of initiatives to defend freedom of the press and freedom of communication;

- Study and implementation of effective measures to promote transparency in governance and economic decision-making;

- Measures to address the problem of excessive violence in the media through research and support for self-regulation, positive media productions and media space for non-violent self-expression by young people;

- Increased efforts to promote the sharing of scientific and technical information.

17. International support for national efforts to promote a favorable political and legal environment must be in conformity with the Charter of the United Nations and principles of international law and consistent with the Declaration on Principles of International Law concerning Friendly Relations and Co-operation among States in accordance with the Charter of the United Nations. Support calls for the following actions:

(a) Making use, as appropriate, of the capacity of the United Nations and other relevant international, regional and subregional organizations to prevent and resolve armed conflicts and promote social progress and better standards of life in larger freedom;

- The transdisciplinary project *Towards a Culture of Peace* aims to promote human rights and democracy within educational institutions, focusing on tolerance and non-violence, and intercultural dialogue, as well as the exercise of responsibilities associated with citizenship.

(b) Coordinating policies, actions and legal instruments and/or measures to combat terrorism, all forms of extremist violence, illicit arms trafficking, organized crime and illicit drug problems, money laundering and related crimes, trafficking in women, adolescents, children , migrants, and human organs, and other activities contrary to human rights and human dignity;

- The UNESCO project funded by UNDCP on Social and Economic Transformations connected with Drug-Trafficking gives prominence to research in this area conducted in Mexico, Brasil, China and India.

- La Déclaration universelle sur le génome humain et les droits de l'homme est un instrument normatif qui vise à garantir le respect des droits et libertés fondamentales de l'homme face aux avancées des sciences de la vie. La mise en place de mécanismes de coopération régionale dans le domaine de la bioéthique permettra un développement de la coopération internationale en vue de proscrire toute activité contraire aux droits et à la dignité .

A. Formulation of integrated strategies

26. Governments should give greater focus to public efforts to eradicate absolute poverty and to reduce overall poverty substantially by:

(c) Identifying the livelihood systems, survival strategies and self-help organizations of people living in poverty and working with such organizations to develop programmes for combating poverty that build on their efforts, ensuring the full participation of the people concerned and responding to their actual needs;

- Acknowledging and applauding the significant progress made by the leading microfinance institutions (MFIs) in reaching the poorest segment of the population in different parts and responding to their financial need, UNESCO strongly believes that in order to obtain a greater and sustainable impact on the quality of life of the poor, the progress in microfinance must be complemented by a wide range of social, technical and capacity building services.

UNESCO has defined its role in relation to and in support of the microfinance movement. Within the framework of a coherent strategy of poverty eradication, the Organization is designing activities in its field of competence to (1) disseminate information on international best practices in sustainable microfinance with a view to increasing access to microfinancial services for a maximum number of poor, especially women and (2) forge partnerships with successful MFIs to provide the clients of these institutions with appropriate supporting programmes which will allow them to optimize the output of the financial services.

In this respect, UNESCO disseminates information on successful microfinance programmes to its 186 Member States and facilitates contacts with the microfinance institutions. At the request of interested Member States, UNESCO co-ordinates the participation of officials and NGO staff of those countries in the workshops, visitors programmes and training courses organized by the various microfinance institutions.

By forging partnerships with successful microfinance institutions which identify, organize and work with the poorest segments of the population, especially women, UNESCO is developing effective mechanisms for providing appropriate complementary services in the fields of education, science and technology, culture and communication to the clients of microfinance programmes. UNESCO believes that investment in education is one of the most important determinants of human welfare, opportunity and economic growth. Similarly, appropriate use of science, technology, communication and information can play a vital role in optimizing the output of the financial services.

In September 1995 UNESCO signed a *Memorandum of Understanding with the Grameen Bank of Bangladesh*, under which the two Organizations would in their respective fields of competence seek to respond better to the many different needs of those living in absolute poverty. Under this co-operation scheme, the main activities undertaken are:

a basic education programme to improve the educational opportunities, technical assistance in setting up the cellular telephone service to the needy rural women, expert advice on harnessing of solar power and other renewable energy sources as well as on interactivity-based communication and information technologies. Similar forms of collaboration are being extended to support the clients of successful MFIs in Africa and Latin America.

In February 1997 UNESCO participated in the *Microcredit Summit* as a member of the Microcredit Summit Council of UN Agencies. Furthermore, UNESCO signed the Summit Declaration of Support to show its commitment to achieve the Summit goals (to ensure that 100 million of the world's poorest families, especially the women of those families, are receiving credit for self-employment and other financial and business services, by the year 2005) and has prepared an Action Plan to show how the organization will fulfill the obligation towards achieving these goals.

Activities under this Action Plan include basic education and skills training programmes linked with microfinance in Bangladesh, Haiti, Lao People's Democratic Republic, Mongolia as well as in Central Asia, development of integrated social development programmes in Bolivia and Burkina Faso, or assistance for the setting up microfinancial services in Mauritania, in collaboration with UNESCO's Integrated Approach to the Sustainable Development of the Rural Areas of the Desert Programme that provides desert villages with access to clean water, Basic education and literacy training in addition to promoting cultural heritage rehabilitation programmes. All these activities take into consideration the cultural and social dimensions, which are essential for any endeavour towards development and more important, towards poverty eradication.

(e) Establishing policies, objectives and measurable targets to enhance and broaden women's economic opportunities and their access to productive resources, particularly women who have no source of income;

- Aspects of the *World Solar Programme 1996-2001*, *UNISPAR Programme* and *Engineering Education Programme* are aiming at establishing policies, objectives and measurable targets to enhance and broaden women's economic opportunities and their access to productive resources.

- Under the special project on *Women speaking to women: Women's Rural Community Radio in least Developed Countries*, UNESCO helped to establish community radio stations in Malawi, India, Nepal, Surinam, Trinidad and Tobago. Similar stations are soon to be established in Cape Verde and Cameroon. These radio stations aim at contributing to improving women's access to information and education about technologies, which facilitate their occupational and domestic work. Their programmes will also help to encourage participation and empowerment of women in social, economic and political life. A handbook is being prepared to guide the new stations. As women have increasingly taken to using the Internet, a handbook on net practice and applications will soon be published in English, French and Swahili.

- UNESCO also provides support for regional initiatives to promote equal access to expression and decision-making in and through the media and a more diversified

portrayal of women. Such projects include: *The development of the Federation of African Media Women- SADC; the institutional reinforcement of the Association of African Women in the Media; gender and communication education in South Africa; development of Women in Media Network in Central Asia; the Pacific women television programme exchange; public information system for the advancement of working women in Columbia; and production of television programmes for rural women in Oman.*

(f) Promoting effective enjoyment by all people of civil, cultural, economic, political and social rights, and access to existing social protection and public services, in particular through encouraging the ratification and ensuring the full implementation of relevant human rights instruments, such as the International Convenant on Economic, Social and Cultural Rights and the International Convenant on Civil and Political Rights;

- The publication *Major International Human Rights instruments* includes the status of ratification of the International Convenant on Economic, Social, Cultural Rights and the International Convenant on Civil and Political Rights, thus it provides basic information for encouraging the ratification of these instruments.

(h) Encouraging and supporting local community development projects that foster the skill, self-reliance and self-confidence of people living in poverty and that facilitate their active participation in efforts to eradicate poverty;

- A community development project will be implemented in Burkina Faso. It is based on an integrated development approach, emphasis is put on better access to basic infrastructures (drinking water, energy supplies, and health care for women), formal and non-formal education and women's income generating activities will be encouraged by micro-credit systems accompanied with adequate training.

- The strengthening of local associations of fishers is a core component of integrated pilot projects in coastal Haiti and Jamaica, which are being organized with local NGOs. These community-based initiatives are exploring local development opportunities that are based upon the wise use and management of natural recourses. Through these associations, men and women from coastal fishing communities are actively involved in discussions with national authorities in order to resolve use conflicts and negotiate new opportunities and responsibilities.

- In Mauritania, a UNESCO seminar on the theme *Water Resources in Arid and Semi-Arid Zones, Exchange of Cultural Knowledge and Practices* was organized in mid-1997 and was attended by 60 participants, mostly women, from nine African LCDs as well as several Arab and European countries, with the aim of improving water resource management in an integrated approach to the development of rural zones.

- See page 50: *Projet Villes : Gestion des transformations sociales et environnement*

- See page 27-28: *The UNESCO-DANIDA Programme on Human Rights*

27. Governments are urged to integrate goals and targets for combating poverty into overall economic and social policies and planning at the local, national and, where appropriate, regional levels by:

(c) Ensuring that development policies benefit low-income communities and rural and agricultural development;

- Aspects of the *World Solar Programme 1996-2001, UNISPAR Programme* and *Engineering Education Programme* are aiming at ensuring that development policies are benefiting low-income communities and rural and agricultural development.

- UNESCO, in particular through the *World Network of Biosphere Reserves*, promotes development and natural resource management plans favouring low-income communities.

IHP- International Hydrological Program.

- Project for low cost sewage treatment at 3800 masl for the implementation and monitoring of a pilot plant in a high altitude zone. Results: Generation of gas and elimination of 95% of coliforms (La Paz, Bolivia), January-October 1998.

- Water treatment in the San Francisco stream, using natural systems for its use in irrigation.

- Support to the establishment of the Water Monitoring Center in order to develop a multiple use center (environment, hydrology and agriculture) to provide monitoring services to state institutions and civil society. Create an Hydrological Alert Service. Co-ordination and programming activities. Asunción, Paraguay, June 1998-December 1999.

(f) Establishing and strengthening, as appropriate, mechanisms for the coordination of efforts to combat poverty, in collaboration with civil society, including the private sector, and developing integrated intersectoreal and intra-governmental responses for such purposes;

- UNESCO, in particular through *the World Network of Biosphere Reserves*, promotes mechanisms to combat poverty in cooperation with public and private entities.

28. People living in poverty and their organizations should be empowered by:

(a) Involving them fully in the setting of targets and in the design, implementation, monitoring and assessment of national strategies and programmes for poverty eradication and community-based development, and ensuring that such programmes reflect their priorities;

- UNESCO, in particular through *the World Network of Biosphere Reserves*, promotes the involvement of people living in poverty in the design, implementation and assessment of strategies and programmes for community based development.

(b) Integrating gender concerns in the planning and implementation of policies and programmes for the empowerment of women;

- This aim is addressed through aspects of the *World Solar Programme 1996-2001, UNISPAR Programme* and *Engineering Education Programme.*

- UNESCO continues to promote and support national policies in favour of literacy and basic education, including adult education, as a fundamental prerequisite for the empowerment of women. Increasingly, these efforts are being linked to those undertaken by other UN entities and NGOs aimed at enabling poor women to access micro-financing schemes.

- With a view to establishing policies, objectives and measurable targets to enhance and broaden women's economic opportunities and their access to productive resources, particularly women who have no source of income, UNESCO is currently studying the possibility of developing programmes for women through the programme *Integrated Community Development and Cultural Heritage through Local Effort* (LEAP). This programme aims to ensure participation of the inhabitants of local communities in the management and conservation of their sites, in a manner that provides them with economic and social benefits. At the moment, the Division of Cultural Heritage is examining how women could be trained through this programme in the Philippines. The finalization and implementation of this project will take place in 1999.

- UNESCO, in particular through the *World Network of Biosphere Reserves*, promotes the involvement of women in the planning and implementation of policies and programmes.

- UNESCO´s Regional Forum on *Gender, Science and Technology in Latin America: Diagnosis and strategies*. Support to the participation of Latin American specialists in subjects related to gender, science and technology, mainly from less developed countries and to contribute to the edition and publication of the technical report of the activity, Bariloche, Argentina, October 1998. This activity is a contribution for women participation in the World Science Conference to be held in Budapest in 1999.

- UNESCO is strenghtening international data collection and stastistical systems to support countries in monitoring social development goals, and encouraging the expansion of international databases to incorporate socially beneficial activities that are not included in available data, such as women´s unremurated work and contributions to society, the informal economy and sustainable livelihoods.

- The UNESCO-DANIDA Programme on Human Rights addresses the gender aspect in its projects in Ecuador, Cape Verde, Guatemala, Malawi and Mongolia.

(c) Ensuring that policies and programmes affecting people living in poverty respect their dignity and culture and make full use of their knowledge, skills and resourcefulness;

- UNESCO supports a pilot project along the Andaman Sea coast of Thailand, which builds bridges between the indigenous Moken people and national authorities responsible for coastal and island conservation areas, including Biosphere Reserves and World Heritage Cities. As the nomadic Moken continue to live in these "protected areas" and depend upon them for their livelihood, it is vital that actions be taken to reduce the precarity of their present existence and to involve them directly in decision-making processes which will have a considerable impact upon their way of life.

(f) Placing special emphasis on capacity-building and community based management;

- Under the Ordinary Program, UNESCO has contributed to develop the national capacities in the framework of the following projects;

-The African itinerant College on Culture and Development aims at sensitizing the decision-makers, planners and the agents at the fields to take specific cultural dimensions into consideration in the development efforts engaged in Africa in order to better adapt them to the aspirations and needs of the populations. Since the establishment of the focal point of the College, six regional ateliers and sub-regional have been organized with the participation of two hundred African specialists.

-The network South-South of Training of personnel in cultural development is aiming at reinforcing the co-operation between the centers of existing training in the developing countries, namely with the regard of identification of the profile of cultural personnel corresponding to their specific needs and to elaborate the adapted programmes. The establishment of a list of training centers concerned is being prepared; the launching of the network is foreseen in 1999 at a meeting, which will be organized with the representatives of these institutions.

-The programme of promotion of crafts has as its main objective to improve the production techniques of the artisans and to assure a better commercialization of their products both on a local market as well as on the international market. It is about helping the most marginalised populations in the developing countries, and namely the LDC, to get out of poverty by using their richness and their cultural heritage.

29. There is a need to periodically monitor, assess and share information on the performance of poverty eradication plans, evaluate policies to combat poverty, and promote an understanding and awaraness of poverty and its causes and consequences. This could be done, by Governments, inter alia, through:

(c) Strengthening international data collection and statistical systems to support countries in monitoring social development goals, and encouraging the expansion of international databases to incorporate socially beneficial activities that are not included in available data, such as women's unremunerated work and contributions to society, the informal economy and sustainable livelihoods;

- A Best Practices Databank focusing on Poverty Eradication and Social Exclusion has been established within the MOST Clearing House. The Databank provides examples of creative and sustainable projects from all over the world. The purpose of the Best Practices Databank is to collect and disseminate this information in order to inspire policy-makers, researchers and communities to create effective solutions to pressing social, economic and cultural problems. This is the reason why the Best Practices Databank also concentrates on topics directly related to Poverty Eradication and Social Exclusion, such as Economic Development, Homelessness, Women and Gender Equality and Community Participation. The MOST Clearing House Best Practices are available on Internet at the following address:

  http://www.unesco.org/most/bphome.htm.

30. Members of the international community should, bilaterally or through multilateral organizations, foster an enabling environment for poverty eradication by:

(a) Coordinating policies and programmes to support the measures being taken in the developing countries, particularly in Africa and the least developed countries, to eradicate poverty, provide remunerative work and strengthen social integration in order to meet basic social development goals and targets;

- UNESCO, in particular through *AFRIMAB Network of Biosphere Reserves*, promotes measures to eradicate poverty and to meet basic social development goals.

- Le Département Priorité Afrique est le point focal de l'UNESCO pour le suivi de l'Initiative spéciale des Nations Unies pour l'Afrique, notamment pour les trois programmes prioritaires pour lesquels l'UNESCO est chef de file, à savoir : *l'éducation de base pour tous les enfants africains; les communications au service de la paix; la mobilisation de l'informatique au service du développement.*

A ce titre, AFR représente l'Organisation aux réunions du comité directeur de l'Initiative spéciale des Nations Unies pour l'Afrique et est responsable des négociations avec la Banque mondiale pour ce qui a trait à l'Initiative.

Le Département assure par ailleurs la coordination de la coopération de l'UNESCO avec l'OUA, couvrant tous les domaines de compétence de l'Organisation. A cet égard, AFR

représente l'Organisation dans les réunions des organes directeurs de l'OUA, et est responsable de la préparation des consultations régulières entre les Secrétariats des deux institutions, visant à concevoir des stratégies communes et à identifier des activités concrètes convergentes afin d'appuyer au mieux les efforts des Etats membres pour leur développement social.

(b) Promoting international co-operation to assist developing countries at their request, in their efforts, in particular at the community level, towards achieving gender equality and the empowerment of women;

- Addressed through aspects of the *World Solar Programme 1996-2001, UNISPAR Programme* and *Engineering Education.*

- Addressed through the *Cities project* (See page 50).

(c) Strengthening the capacities of developing countries to monitor the progress of national poverty eradication plans and to assess the impact of national and international policies and programmes on people living in poverty and address their negative impacts;

- UNESCO assists Cape Verde with the development of a proposal for the creation of a *Biosphere Reserve* for the purpose of environmental conservation and social development.

B. Improved access to productive resources and infrastructure

31. The opportunities for income generation, diversification of activities and increase of productivity in low-income and poor communities should be enhanced by:

(f) Strengthening and improving financial and technical assistance for community-based development and self-help programmes, and strengthening co-operation among Governments, community organizations, cooperatives, formal and informal banking institutions, private enterprises and international agencies, with the aim of mobilizing local savings, promoting the creation of local financial networks, and increasing the availability of credit and market information to small entrepreneurs, small farmers and other low-income self-employed workers, with particular efforts to ensure the availability of such services to women;

- Addressed through aspects of the *World Solar Programme 1996-2001, UNISPAR Programme and Engineering Education Programme.*

- Addressed through the *Cities project* (See page 50).

- Addressed through the UNESCO-DANIDA Human Rights Programme (See page 27-28).

- L´un des objectifs du projet Les Routes du fer en Afrique est de favoriser l´artisanat et la fabrication industrielle d´objets utilitaires, artistiques, voire pharmaceutiques à base de fer, par les entreprises locales à travers les pays du continent africain. Ces produits, fabriqués localement, doivent notamment favoriser le développement de la consommation locale au plus bas prix. Cet objectif figure dans les documents d´information sur les activités du projet qui ont commencé à être adressés aux commissions nationales et à certaines institutions en Afrique.

  Le projet *Les Routes du fer en Afrique* prévoit de favoriser le micro-crédit auprès d´organismes d'ONG du type Grameen Bank, en vue d´aider les petits entrepreneurs et artisans à s´équiper en outillage de forge et de métallurgie du fer. Cet objectif figure dans les documents d´information qui ont commencé à être adressés aux commissions nationales et à certaines institutions en Afrique.

  L´UNESCO a entrepris des démarches en vue de coopérer à un projet de l´ONG "UATI" en faveur de l´allègement du travail des femmes par l´utilisation d´outillages agraires fabriqués localement.

- UNESCO, in particular through the *World Network of Biosphere Reserves*, promotes improved access to productive natural and financial resources and infrastructure for community based development in co-operation with public and private partners.

32. Rural Poverty should be addressed by:

(c) Strengthening measures and actions designed to improve the social, economic and living conditions in rural areas and thereby discouraging rural exodus;

- The project on *"Globalisation, structural adjustment and transformations in rural societies in Arab Mediterranean countries"* is defining strategies in the fight against poverty in rural Mediterranean zones. The main objective of this project is to understand fundamental changes rural societies are going through in Arab Mediterranean countries, and how they interact with transformations in the North of the Mediterranean Sea. This research focuses on decision-making and national strategies in terms of economic and regional integration.

- UNESCO Jakarta Office´s activities;

- *First training for NGOs on poverty assessment in poor communities: concepts, methodology*, on 8-14 July 1998, in Jakarta, organized together with the Institute of Demography of University of Indonesia.

- *Advanced training for NGOs on poverty assessment in poor communities: practical field work, data collection and processing*, on 15-21 July 1998, in Jakarta, organized together with The Institute of Demography of University of Indonesia.

- *Field survey for situation analysis of living conditions (poverty alleviation, sanitary and housing conditions)*, on 27 July -30 August 1998, in Muara Kamal fishermen community, in Northern Jakarta, carried out together with The Institute of Demography of University of Indonesia.

- *Implementation of the recommendations deriving from the above mentioned field survey* (community organization, training activities related to improvement of sanitary, social and environmental conditions and income generation), from September 1998, in Muara Kamal fishermen community in Northern Jakarta, carried out together with The Institute of Demography of University of Indonesia.

- *Palawan/Ulugan Bay pilot project* in the Philippines:

1) Ulugan Bay pilot project on Coastal Zones Management and Sustainable Tourism in Ulugan Bay (UNDP funds). Technical assistance for implementation of the social component of the project: study on socio-economic profile of Ulugan Bay and analysis of alternative livelihood for poverty alleviation, August 1998.

2) Capacity-building for local NGOs and communities in poverty reduction and promotion of initiatives by the poor in selected local communities of Palawan, August 1998.

- The UNESCO Beijing Office has been supporting the *Inter-Provincial project on Poverty Alleviation through Education* through its Regular Programme. This ambitious three-year pilot project was officially launched by the Government of China in the beginning of this year. It attempts to combat poverty by improving the living conditions and quality of life of people through the widespread provision of basic education and training, and by mobilizing all levels of the society from national, provincial and to the community. The project activities consist of basic education, literacy and skills training, material development and cultural awareness programs and are implemented in the 8 most disadvantaged provinces in the country.

- UNESCO, in particular through the *World Network of Biosphere Reserves*, promotes the actions to improve the social, economic and living conditions in rural areas.

(f) Protecting, within the national context, the traditional rights to land and other resources of pastoralists, fishery workers and nomadic and indigenous people, and strengthening land management in the areas of pastoral or nomadic activity, building on traditional communal practices, controlling encroachment by others, and developing improved systems of range management and access to water, markets, credit, animal production, veterinary services, health including health services, education and information;

- A UNESCO project with important implications for the rural poor is *The Cultural Context of Natural Resource Management* in South-East Asia (1992-1997). Official policies for natural resource management and rural development in South-East Asian countries have largely ignored traditional ecological knowledge and coping strategies that have been accumulated and utilized for centuries, and development projects aimed at the rural poor have not taken into consideration the practical indigenous knowledge that has traditionally facilitated survival. This in turn, has led to the further marginalization and impoverishment of ethnic minorities, rural peoples and forest dwellers, and to an increasing degradation of the environment. Under this project, an

interdisciplinary network of researchers, including anthropologists, ethno-botanists, biologists, foresters and others involved in upland natural resource management are undertaking a series of participatory action/research projects in their local communities. Already, these activities are leading to an improved status of previously isolated or marginalized poor ethnic communities, as well as promoting a participatory approach to local development and environment management.

- A parallel initiative has been to establish a network of researchers and pilot projects in the Himalayan region of Indigenous Knowledge, Gender and Development (1994-1998), in co-operation with the International Center for Integrated Mountain Development in Nepal, and ENGENDER, a Singapore-based NGO specializing in gender issues and women's empowerment. In essence, the projects are promoting an approach to poverty elimination and sustainable development founded not only on long generations of experimentation and of experimentation and observation, but also on local systems of value and meaning, while at the same time addressing some of the poorest and most marginalized communities in Asia.

33. Access to credit by small rural or urban producers, landless farmers and other people with low or no income should be substantially improved, with special attention to the needs of women and disadvantaged and vulnerable groups, by:

(a) Reviewing national legal, regulatory and institutional frameworks that restrict the access of people living in poverty, especially women, to credit on reasonable terms;

- UNESCO is assisting the Ministry of Finance of Bangladesh in that Ministry's efforts to develop ways of providing a greater access to commercially viable microfinancial services for a maximum number of the poor, especially poor women, in Bangladesh. At the request of the Ministry international experts were sent to Bangladesh in January 1997, to inform the policy makers of the Central Bank of the experiences of countries which have successfully introduced sustainable microfinance mechanisms in the formal banking sector.

- A high level team from Bangladesh was sent, in August 1997, to Bank Rakyat of Indonesia (BRI, a state owned commercial bank) to study the methodology which BRI practices to provide financial services to the poor and to discuss with the top management of BRI the policy and regulatory changes necessary in order to further develop microfinance programmes. The far-ranging discussions between the international experts and high level policy-makers about international "best practices" in sustainable microfinance and how these might be adapted to the Bangladesh context, have set the process through which key individuals in Bangladesh can examine the worthwhile options responding best to local requirements and can define the appropriate policy and regulatory reforms needed for this purpose.

34. Urban poverty should further be addressed by:

(b) Promoting sustainable livelihoods for people living in urban poverty through the provision or expansion of access to training, education and other employment assistance services, in particular for women, youth, the unemployed and the underemployed;

In the period 1996-1997 several activities against Urban Poverty were implemented:

- The pilot project *Urban Development in Coastal Zones* in Essaouria (Marocco), is part of UNESCO's activities in the field of Urban Development and Freshwater Resources in Coastal Areas. The project contributes to the rehabilitation of the historical center of Essaouria, the main town in a province of half a million people. Actions against urban poverty are: (1) the support given to the poor who are living under difficult conditions in the urban centre; and (2) a better control of the rural migration of young people into the urban center.

- *Rehabilitation of City Centres*

The projects in Tunis and La Goulette (Tunisia) contribute to poverty elimination by improving the living conditions of the local population and thus preventing this population from leaving the city center.

The projects in Quito and in Lima (Ecuador, Peru) are based on the dynamics of governance and community participation, two main elements in the fight against poverty and social exclusion in these urban areas.

- *Cities: Management of Social and Environmental Transformations*, This project, is developing in three pilot sites: in Yeumbul (Dakar, Senegal), in Port-au-Prince (Haiti) and in Sao Paolo (Brazil). The purpose of the project consists in improving the living conditions of the local poor inhabitants by developing community participation, involving especially women and youth. Actions undertaken are those of improving access to water, garbage collection and training. (In the framework of the Habitat II Global Plan of Action, UNESCO has adopted a partnership approach for humanizing cities that involves all public and private actors at the local, national and international levels.)

- *Growing up in Cities:* This project is implemented with UNICEF, Averroes Institute for Early Childhood and eight municipalities in South Africa, USA, United Kingdom, Australia, Argentina, Norway and Poland. Growing up in Cities is an example of developing methods for the participation of vulnerable or excluded groups, in this case children and youth. The project contributes to poverty eradication by reducing within this group prevailing feelings of social discrimination, low self-esteem, absence of control, isolation, and vulnerability, and in instilling them the understanding that they have a right to participate, as declared in the Convention of the Rights of the Child (CRC) and stated in the Jomtien conference on Education for All,-and that change can be possible through participation.

- *Waste-recycling and alternative incomes in Jakarta:* To take action to improve the urban and adjacent environment, UNESCO has initiated community-based activities, which focus upon recycling waste community-based activities, which focus upon recycling waste from local food markets. In the periurban area where pollution from the megacity continues to have a severe impact, income generating projects such as duck farming and agriculture are being supported as an alternative to the severely depleted fishery.

- The promotion of sustainable livelihoods for people living in urban poverty, including youth, through the provision or expansion of access to training, education and other employment assistance services was supported in Article 19 of the *Braga Youth Action Plan*, which states: ... *There is a need to promote, improve and extend the design and implementation of policies and programmes to promote employment among young people. We recommend the United Nations System, in close collaboration with youth NGOs, undertake a comparative evaluation of the situation of youth employment programmes in different countries from different regions.* UNESCO supports this.

C. Meeting the basic human needs of all

35. Governments, in partnership with other development actors, in particular with people living in poverty and their organizations, should co-operate to meet the basic human needs of all, including people living in poverty and vulnerable groups, by:

(b) Creating public awareness that the satisfaction of basic human needs is an essential element of poverty reduction; these needs are closely interrelated and compromise nutrition, health, water and sanitation, education, employment, housing and participation in cultural and social life;

- The Declaration issued by the Director-General on the occasion of *the International Year for the Eradication of Poverty* (printed in English, French and Spanish and distributed world-wide) highlights the links between education, poverty eradication and social development.

- Through *UNESCO-Cousteau Ecotechnie Programme's network on Human Response to Environmental Stress*, UNESCO promotes the creation of public awareness regarding the links between environment, health and welfare.

- A MOST *international comparative study on policies concerning the social transformation issues such as long-term unemployment and impoverishment* has been launched in the Central Asian and Eastern European region. The project will provide a practical comparison of the different policy-options for governments and international organizations in the region.

(c) Ensuring full and equal access to social services, especially education, legal services and health care services for women of all ages and children, recognizing the rights, duties and responsibilities of parents and other persons legally responsible for children, consistent with the Convention on the Rights of the Child;

- UNESCO collaboration with the Grameen Bank aims to provide basic educational opportunities to poor women who are at the same time recipients of Grameen Bank loans; UNESCO is examining ways of enhancing the choices and opportunities of the Grameen borrowers and their families by designing activities in education, science and technology, culture and communication (design of basic education programmes directly related to their economic activities, technical assistance to prepare a project for bringing cellular telephones to poor rural women; feasibility study for the provision of solar energy).

- Training workshops and study visits organized for those Member States interested in replicating the Grameen Bank experience; a Grameen Bank Information Kit was also prepared in different languages.

- The work of UNESCO in 1998 has also supported a *micro-credit programme in favour of poor rural women in Jordan*. Implemented by the Noor Al-Hussain Foundation, the programme draws what where we think are the key lessons in the field of micro-lending, i.e. supplanting the credit given to female household heads with very intensive training and participatory needs assessment at village level. Putting mothers at the centre of this programme ensures that benefits extend beyond the immediate investment to the nutrition, health, and education of children in these poor families -not least in respect of girl's education. Being part of the steering committee of this major micro-credit scheme, UNESCO plays its full part in decisions which concern programme monitoring and adjustments, as well as sharing of key lessons with other, similar ventures.

- In the framework of UNESCO´s co-operation with the World Food Programme, pilot projects were carried out in several developing countries, to analyze and improve the relationship between pupil´s health, nutrition and scholar performance.

(e) Taking particular actions to enhance the productive capacities of indigenous people, ensuring their full and equal access to social services and their participation in the elaboration and implementation of policies that affect their development, with full respect for their cultures, languages, traditions and forms of social organizations, as well as their own initiatives;

- A special *programme on creativity and crafts towards poverty alleviation* was launched in February 1996, with a view to highlighting the link between culture and development and to encouraging Member States to take up similar schemes.

36. Governments should implement the commitments that have been made to meet the basic needs of all, with assistance from the international community consistent with chapter V of the present Programme of Action, including *inter alia* , the following:

(a) By the year 2000, universal access to basic education and completion of primary education by at least 80 percent of primary school-age children; closing the gender gap in primary and secondary school education by the year 2005; universal primary education in all countries before the year 2015;

- The Pan-African Conference on Education for Girls (Ouagadougou, Burkina Faso1993) led among others to UNESCO special project, *" Promoting girls´and women´s education in Africa"* launched in 1996. Its first phase, implemented in 22 African countries, involved developing a common programme of activities in consultation with the Forum for African Women Educationalists, the Federation of Women´s Associations of Africa, and several donor agencies.

- Avec le soutien du Bureau de l'UNESCO à Bangkok, une consultation de haut niveau sur l'éducation de base des filles et femmes a été organisée au Népal (10-13 août 1997) avec la participation de secrétaires permanents des Ministères de l'éducation de 4 pays dont le Bangladesh et le Népal. Sur la base des recommandations adoptées à cette réunion, le programme *APPEAL* procède à l'élaboration d'un nouveau plan d'action qui sera mis en œuvre dans les pays d'Asie du Sud. En collaboration avec le Centre culturel de l'Asie et du Pacifique pour l'UNESCO (ACCU), un projet a été lancé pour produire et diffuser des matériels d'alphabétisation peu coûteux par le canal des centres féminins de documentation pédagogique de 9 pays d'Asie et du Pacifique dont le Bangladesh, le Cambodge et le Népal.

- Promotion of community learning centres in rural but also in marginalized urban areas, with a view to linking school-based learning of children with informal learning and training of out-of school youth and adults.

- Voluntary private contributions provide the resource base for our *educational programmes supporting "Children in need"*. The tremendous response to this programme on the part of many private donors and sponsors has yielded some $ 20 million to-date. Over half of these funds have benefited street and working children- the most vulnerable amongst the many causalities of poverty and social exclusion. The ground rules for UNESCO's assistance to these children are simple and obvious: By teaming it up with experienced NGOs already present in the areas where street children live and make a living, making sure that , beyond the immediate necessities of survival, the work of these grassroots organizations gives a proper place to education and training- the only way out for most of these children; insisting that funds donated reach the children directly and immediately; and finally; encouraging horizontal co-operation and experience exchange amongst the grassroots organizations involved in the programme.

- Innovative approaches to providing basic education in school and especially out of school have been documented and distributed widely through the *"Education for All : Making it Work"* series of illustrated booklets.

(k) Reducing the adult illiteracy rate-the appropriate age group to be determined in each country-to at least half its 1990 level, with an emphasis on female literacy; achieving universal access to quality education, with particular priority being given to primary and technical education and job training, combatting illiteracy, and eliminating gender disparities in access to, retention in and support for education;

- Support for literacy programmes for rural women, directly linked to income-earning activities, the content of these programmes emphasizes the close interaction between skills acquisition through education, empowerment of the poor and income generation to reduce poverty.

- The pilot project *Literacy and skills training for minority women in Sichuan Province and Out-of-school youth in Xi'an city* will be implemented by the Beijing Office under the Regular Programme. It is intended to replicate the successful experiences of the literacy and skills training project for minority women in Longsheng county, Yunnan Province.

- The pilot project *Literacy for Poverty Alleviation in Yunnan Province*. In collaboration with the Sino-German Poverty Alleviation Programme (by GTZ), UNESCO Beijing Office is supporting under its extra-budgetary resources (COCA Funds) this pilot project to establish literacy and basic skills programme for women in the two countries of Jinping and Malipo in Yunnan Province who are also participating in technical training classes organized by the SGPAP.

37. Access to social services for people living in poverty and vulnerable groups should be improved through:

(a) Facilitating access and improving the quality of education for people living in poverty by establishing schools in unserved areas, providing social services, such as meals and health care, as incentives for families in poverty to keep children in school, and improving the quality of schools in low-income communities;

- Special project on *Education Policy Reform in the Least Developed Countries* aims at highlighting the role of education and training in combating poverty and exclusion, and enhancing popular participation in development; it expands and completes the results obtained so far and contributes to their formulation and dissemination among policy-makers, planners, education specialists, the academic and international communities; methodological guidelines focus on how best to formulate and implement educational policies aimed at poverty alleviation and sustainable human development.

(b) Expanding and improving opportunities for continuing education and training by means of public and private initiatives and non-formal education in order to improve opportunities for people living in poverty, including people with disabilities, and in order to develop the skills and knowledge that they need to better their conditions and livelihoods;

- The *5th International Conference on Adult Education* focused on the contribution of active participation and adult learning to social development, the *Hamburg Declaration* and the *Agenda for the Future* made explicit reference to the World Summit.

- *UNESCO Learning without Frontiers* initiative is concerned with the fight against exclusion through provision of basic learning opportunities transcending the barriers of age, social remoteness, gender and poverty.

- *Special Project on Enhancement of Learning and Training Opportunities for Unemployed Youth* is another example of explicit linkages between education and poverty alleviation; carried out in several countries, the project involves non-formal vocational training opportunities for unemployed youth in poverty-stricken peri-urban areas.

- En coopération avec les bureaux hors Siège de l'UNESCO en Afrique, des enquêtes nationales concernant la place des jeunes filles et des femmes dans l'enseignement scientifique, technique et professionnel ont été menées à bien dans 21 pays de la région dont 13 PMA. Des rapports sont en voie de finalisation dans trois pays dont deux PMA.

D. Enhanced social protection and reduced vulnerability

39. Particular efforts should be made to protect children and youth by:

(f) Developing and strengthening programmes targeted at youth living in poverty in order to enhance their economic, educational, social and cultural opportunities, to promote constructive social relations among them and to provide them with connections outside their communities to break the intergenerational cycle of poverty;

- The World Conference of Ministers Responsible for Youth held in Lisbon, Portugal, 8-12 August 1998 which resulted in the *Lisbon Declaration on Youth Policies and Programmes*, Article 3 of which states that participating governments commit themselves to:

  > Establishing the necessary policies and programmes by the year 2000 to improve living standards for young women and young men and to permit the effective implementation of national youth policies, of an intersectoral nature, foreseen, among others, in the Programme of Action [*World Programme of Action for Youth to the Year 2000 and Beyond*];

The governments participating also agreed in Article 82:

> *To invite the United Nations Educational, Scientific and Cultural Organization to give greater support to national youth policies and programmes within their country programmes*;

- The World Youth Forum held in Braga, Portugal, 2-7 August 1998, resulted in the *Braga Youth Action Plan*. This Action Plan was presented to the Ministers Responsible for Youth in Lisbon for the Ministers' consideration in the drafting of the *Lisbon Declaration*. Article 7 of the *Braga Youth Action Plan* refers to Youth, Poverty Eradication and Development, and states:

  > *We recommend that youth organizations, in cooperation with governments, United Nations agencies and organizations, IGOs and international financial institutions establish where they do not exist...[youth] agencies. Such agencies, autonomous in planning, decision making and implementation, should carry out effective poverty eradication, participate in development programmes, and act as a monitoring body to evaluate progress...*

- The *Special Project on Learning and Training Opportunities of Marginalized Youth,* financed increasingly from extra-budgetary resources, promotes new forms of learning and skill acquisition for poor, unemployed, unqualified, and disenchanted urban youth for whom a return to formal schooling, training institutions, and degrees is out of the question. We do so trough a series of national pilot projects in settings as diverse as Haiti, Mozambique, Laos or the Philippines. The alternative education and training approaches we initiate, in order to be credible to the youth and sustain their motivation, must "work" in practice, yield immediate benefits, and fit in with social and cultural practice in the often closely knit shantytown communities in which these young live. They also must be able to function without the prerequisite of reading and writing. That is why - perhaps the most noteworthy example to date – UNESCO has produced in Haiti a set of 7 practical skill training modules that use video along with simple picture-book manuals. The idea that skills can be learnt even by the poorest and most destitute, without resource to formal diplomas, and with tangible income effects, is gaining ground- at least in Haiti.

A. Responsive government and full participation in society

71. Governments should promote and protect all human rights and fundamental freedoms, including the right to development, bearing in mind the interdependent and mutually reinforcing relationship between democracy, development and respect for human rights, and should make public institutions more responsible to people's needs by:

(e) Encouraging the production of relevant studies/research to assess the consequences of global and technological changes on social integration and the production of evaluations of the policies and programmes put in place to achieve the various components of social integration; and encouraging national and international exchanges and dissemination of information on innovative models and successful practices;

- The project on *MERCOSUR regional integration processes* will shed light on societal mechanisms that underlie the processes of dialogue among societies and cultures. The project is ultimately aimed at searching for and putting into practice the means to foster solidarity, understanding and full societal participation in the decision-making process.

- Best Practices in project development and policy-making concerned with poverty and social exclusion are collected and presented to promote creative, successful and sustainable solutions in this field. The *Best Practices* are made accessible to policymakers and researchers via the MOST Clearing House Internet site and via publications.

(i) Encouraging the ratification of, the avoidance as far as possible of the resort to reservations to and the implementation of international human rights instrument aiming to eliminate barriers to the full enjoyment of human rights;

- The publication M*ajor International Human Rights Instruments* on, the state of the ratification of human rights instruments and avoid reservations to these instruments.

72. Encouraging the fullest participation in society requires:

(h) Promoting equality and social integration through sports and cultural activities;

- A l'occasion du 50eme anniversaire de la Déclaration Universelle des Droits de l´Homme et de la Journée internationale pour la Tolérance, l´UNESCO a diffusé un message de paix, de tolérance, de non violence et de solidarité dans le monde, particulièrement en direction des jeunes.

Ce message, véhiculé par un film de 38 minutes, met en évidence les idéaux et l'action que l'UNESCO attache à la sauvegarde des valeurs éducatives, culturelles et éthiques du

sport et au rôle qu'il joue en tant qu'instrument de paix, de solidarité et de compréhension internationale. Des personnalités éminentes et des grandes figures du sport international ont accepté d'être les porte-paroles de l'UNESCO pour transmettre ce message de paix et d'espoir.

- Parrainé par le FIDEPS, le projet *Sportival, 9-18 août 1996 à Zurich* a été élaboré conjointement avec le Président de la Fédération Internationale des Sports de Rue. Il est destiné à associer une idée de fête populaire pour tous les âges et une fête sportive pour la Jeunesse. Cette première édition comportait près de 20 sports pratiques soit sur des équipements installés par la Fédération Internationale des Sports de Rue, soit des espaces aménagés dans le parc de Zurich par les autorités locales. Environ 50.000 personnes ont participé à ce premier "Sportival". Selon les autorités locales de Zurich, sur les 50.000 participants, 15 % étaient âgés de 13 à 15 ans, 35 % de 16 à 25 ans et 30 % de 26 ans et plus. Plus de 90 articles dont plusieurs en première page, plusieurs reportages à la Télévision et à la radio Suisse ont été consacrés à cette manifestation.

- Le projet *Centre de formation et d'orientation pour les jeunes palestiniens et les personnes libérées* comporte les volets suivants:
  1. écoute, conseils et orientation des jeunes
  2. éducation de base, formation pour l'emploi
  3. insertion sociale et activités culturelles
  4. activités sportives

- *Together in the World;*

1ère édition : Concert de musique - Zénith, Paris 5/12/96
Concert organisé pour la lutte contre l'exclusion avec le concours de la Fondation 'Together in the World' et des vedettes internationales de la chanson. A la demande du Directeur général, 4.500 jeunes de banlieue ont été invités.
Ensuite, un groupe d'une trentaine de responsables d'associations de jeunes de banlieues ayant assisté au concert, a visité le Siège de l'UNESCO et a rencontré le Directeur général.

2ème édition: Tarragona (Espagne, 16-21 septembre 1997)
Le concert de musique 'Together in the World' s'est déroulé le 16/09/97 sur la plage de Tarragona en présence de plusieurs milliers de jeunes. Le Maire de Tarragona, l'Ambassadeur pour la paix M. Miguel Bose, ainsi que plusieurs intervenants ont pris la parole pour rendre hommage à l'action de l'UNESCO.

Du 18 au 21 septembre 1997, une cinquantaine de responsables d'ONG et de parlementaires ont animé un Forum : *Les Jeunes de la Mer Méditerranée sont tolérants.* A la fin de cette rencontre, dont les travaux ont été clôturés par le Directeur général de l'UNESCO, la 'Déclaration de Tarragona' a été adoptée.

3ème édition: Palma de Majorque (Espagne 23 mars 1998)
Une manifestation culturelle a été organisée le 28 mars 1998 dans l'Auditorium de Palma de Majorque dans le cadre de la commémoration du 50eme anniversaire de la Déclaration Universelle des Droits de l'Homme.

- *Rencontre Directeur général UNESCO- Jeunes de Banlieue (Fontenoy 7 janvier 1996)*

Une quarantaine de responsables d'ONG de jeunes des banlieues parisiennes se sont réunis avec le Directeur général le 7 janvier 1996. Cette rencontre fait suite au concert de musique 'Together in the World' organisé au Zénith, Paris, France le 5.12.96.

Lors de cette rencontre, le Directeur général s'est engagé à accorder une plus grande attention aux problèmes de la jeunesse marginalisée et exclue. Il a annoncé la mise en place prochaine d'un projet spécifique à la jeunesse des banlieues.

- A series of grassroot ASPnet activities on *sports, youth and peace* were conducted in 1997 in several African and Latin American/Caribbean countries and, in view of their success, more events are planned in 1998.

- *Projet spécial: Ateliers de créativité populaire à l'intention de jeunes gens vivant en milieu défavorisé* (Organisés par l'UNESCO à Bangkok, Beijing, Dakar, Kingston, La Havane, Le Caire, Lima, Luanda, New Delhi, Paris en coopération avec l'Institut Getty de Conversation (USA)).

- Soucieux de sonder le rapport des jeunes à leur environnement et à leur patrimoine, l'UNESCO, en coopération avec l'Institut Getty de Conservation, souhaite lancer avant l'an 2000 un projet interdisciplinaire et intersectoriel d'initiation à la création artistique et littéraire, à l'intention des jeunes gens de 9 à 18 ans issus de milieux défavorisés. Dans ce cadre, des ateliers de création et de formation seront organisés dans les différentes disciplines des arts et des lettres autour des thèmes relatifs à la découverte du patrimoine et des traditions. Une expérience similaire a été menée dans cinq villes du monde (Los Angeles, Le Cap, Bombay, Mexico et Paris) et les résultats ont dépassé les attentes. A travers le questionnement sur les monuments, les jeunes se sont penchés sur leur histoire, leur passé, leurs croyances, leurs passions. Ils ont découvert leur ville et les articulations urbaines ponctuées par le patrimoine culturel et artistique. Enfin, ils ont pris véritablement conscience de leur appartenance au monde, à leur ville, à leur quartier et ont appris les techniques et la maîtrise de l'art photographique en particulier.

B. Non-discrimination, tolerance and mutual respect and value of diversity.

73. Eliminating discrimination and promoting tolerance and mutual respect for and the value of diversity at the national and international levels requires:

(a) Enacting and implementing appropriate laws and other regulations to combat racism, racial discrimination, religious intolerance in all its various forms, xenophobia and all forms of discrimination in all walks of life in societies;

- UNESCO continues the implementation of the follow-up action plan for the UN Year for Tolerance. The overall objective of the programme is to educate, inform and empower individuals to assume the responsibilities of dialogue, mutual respect, tolerance and non-violence, and to encourage pluralism and tolerance in the policies of Member States. In all, emphasis will be placed on constructing practical and

concrete tools for problem-solving at the international, regional, national and local levels through a multifaceted and sustained campaign involving the participation of diverse institutions and societies. With its affiliated networks, including the Associated Schools Project, the International Bureau for Education, the UNESCO Chairs, the UNESCO International Network of Textbook Research Institutes and a number of non-governmental organizations, UNESCO will implement a major campaign for tolerance teaching. Books, posters, films and videos on non-violence and tolerance will be developed, and teacher-training packages will be produced and distributed.

- Support will be given to cultural projects with a historical and regional approach to multiculturalism, highlighting the role of tolerance in the world's cultural heritage. These initiatives coincide with the objectives of the United Nations Decade for Human Rights Education, 1995-2005, which include the training of human rights educators, the development of special curricula and the translation and world-wide dissemination of the Universal Declaration of Human Rights.

- UNESCO will contribute to the maintenance of intercultural summer camps, internships and exchange of young people from conflict and post-conflict areas, as well as film and broadcast projects by and for young people. International and regional networks in this field will be encouraged.

- The promotion of tolerance and reconciliation among all parties involved in a conflict is the main objective of the *culture of peace national programmes*. These programmes put emphasis on development actions, which propose non-violent alternatives within the context of pre-and post-conflict situations.

- A network of university exchanges in co-operation with *UNESCO Chairs on Human Rights, Democracy, Peace, Tolerance and International Understanding* will be established for the advancement of knowledge and the dissemination of existing information in support of curriculum development, statistical studies, and early warning of the emergence of new forms of discrimination and the escalation of intolerant ideologies such as racism, fascism, anti-Semitism, xenophobia and aggressive nationalism.

- Health status - both illness and disability - is also a factor in discrimination and intolerance. Intolerance of people living with disease or disability, often a result of ignorance and misplaced fear, increases the personal and social impact of the disease. Converserly, there is a positive correlation between tolerance and the protection of health. In the case of the pandemic HIV/AIDS, for example, the Joint and Co-sponsored *United Nations Programme on HIV/AIDS* co-sponsored by UNDP, UNESCO, UNFPA, UNICEF, WHO and the World Bank, will continue the initiatives undertaken in this field by the World Health Organization's Global Programme on AIDS.

- Tolerance issues of special relevance to women were addressed in UNESCO's contributions to the 1995 Forth World Conference on Women. The role of women in inculcating tolerant values is the subject of a special UNESCO publication currently in

preparation. Co-operation will be maintained in the follow-up to the Beijing Conference.

- The Associated Schools of UNESCO have received the Declaration of Principles of Tolerance and the Plan of Action and several Member countries, UNESCO Clubs, National Commissions for UNESCO and UNESCO's regional offices have had promotion campaigns to make the Declaration and its action plans known.

(b) Encouraging the ratification of the avoidance as far as possible of the resort to reservations, and the implementation of international instruments, including the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women;

- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), being the basic international legal framework for the human rights of women, UNESCO is popularizing the text of the CEDAW in the format of a personalized, wallet-size *Passport to Equality*, available so far in English, French, Spanish and Portuguese (this thanks to our office in Rio, and the Brazilian authorities). Important NGOs, such as the International Federation of Women in Legal Professions are helping us disseminate the Passport, while at the same time undertaking a world-wide study on the implementation of the Convention, particularly as regards Article 10 focusing on education. Given the enthusiastic response from many parts of the world to this form of popularization of the Convention, we are encouraged by the wish of some of the sister agencies, Governments and private foundations to help us produce this passport also in Arabic, Chinese, Russian, Hindi, Swahili and Urdu. We are also considering promoting it through the formal and non-formal education networks in versions adapted to various age groups.

- *The Struggle Against Discrimination, A Collection of International Instruments adopted by the United Nations System* - Edited by Janusz Symonides, UNESCO, Paris, 1996.
  This publication contains a collection of international instruments adopted by the United Nations system and introductory articles concerning the development of a standard-setting basis and implementation mechanisms in this field. In a situation where the international community is witnessing a mounting wave of racism, xenophobia and anti-semitism, the need to increase by all possible means the efforts of the United Nations System to combat all forms of discrimination is evident. This publication will contribute to a wider knowledge of these international instruments.

(f) Disseminating information in plain language to all groups in society about people´s rights and the means available to redress complaints;

- Dans sa résolution 51/95 adoptée en décembre 1996, l'Assemblée générale a rappelé ses résolutions 47/124, 48/126 et 49/213 relatives à 1995 - Année des Nations Unies pour la tolérance. Dans cette résolution, elle a prié l'UNESCO de coordonner les diverses actions entreprises en faveur de la tolérance et l'éducation en la matière, en

collaboration avec d'autres organismes des Nations Unies, ainsi qu'avec les organisations régionales, intergouvernementales ou non gouvernementales. L'Assemblée générale a demandé également que l'UNESCO lui communique, tous les deux ans, des rapports sur l'application de la Déclaration de principes sur la tolérance et sur le Plan d'action destiné à donner suite à l'Année des Nations Unies pour la tolérance (adopté le 16 novembre 1995).

During the 1997-1998 biennium:

In response to numerous requests for practical teaching materials on human rights and tolerance:

a) A preliminary version of a classroom Manual for Human Rights Education, primary and secondary levels, was prepared in English and French and disseminated to Member States with a view to its finalization on the basis of their evaluation and comments. A number of schools, human rights institutions and experts in pedagogy and schools took part in the preparation of the final version of the Manual to be published in English, French and Spanish before 10 December 1998 as one of the Organization's contributions to the celebration of the anniversary of the Universal Declaration of Human Rights.

b) An elaborated version of the resource material, Tolerance - the threshold of peace (in three units: for primary, secondary schools. and for teacher training) was published in English, French and Spanish and is being disseminated as a UNESCO sales item.

c) Within the Associated Schools Project, innovative education resource material was produced in the form of a Peace Pack containing a wide range of items for elementary school teachers. The *Peace Packs* includes a handbook for teachers, activity cards, posters, video, puppets, masks, etc. Over eighty countries have requested to experiment the Peace Pack and very positive evaluations are being returned to UNESCO.

- The project *For Peace and Tolerance, for a Dialogue between Cultures for the countries of Central and Eastern Europe and Central Asia* resulted in the creation of the Tbilisi International Center for the Dialogue of Cultures, for Peace and Tolerance (Republic of Georgia) and of the Central Asian Center for Conflict Prevention (Bishkek, Kyrgyz Republic). UNESCO supported the creation of a network of institutions active in promotion of a culture of peace and democracy as well as in the area of early warning and prevention of conflicts in the regions of the Caucasus, Central Asia and Central and Eastern Europe. Assistance has been provided towards activities by the Tbilisi International Center, among others solidarity actions with underprivileged children in secondary schools and an international conference devoted to training of school teachers in the context of multinational societies. The book *Meeting of Civilizations: Conflict or Dialogue*, based on the proceedings of the 1995 Tbilisi International Forum *For Solidarity Against intolerance, for a Dialogue between Cultures*, has been published in English, French and Russian. The Center has organized a children's art exhibition *Children of the Caucasus Draw for Peace,*

Against Violence and War, shown in Armenia, Azerbaijan and Georgia in Spring 1997, with the financial support of the Japanese NGO, Soka Gakkai International. The Central Asian Center for Conflict Prevention in Bishkek actively participated in the preparation of the 1996 International Conference of Ideas of Tolerance in Central Asia and the Problems of Early Warning and Prevention of Conflicts, and prepared the first issue of the quarterly magazine, *Education for Culture of Peace and Tolerance and Conflict Prevention in Central Asia*.

(i) Recognizing that the languages spoken or used in the world should be respected and protected;

- *Preparation of a World Linguistic Report*

With a view to regularly encouraging awareness of our linguistic heritage, observing its evolution and recommending up to date measures to protect living languages. The report, to be published in 2001, will be revised every five years (Regular Budget and Extrabudgetary).

- *Development of the LINGUAPAX network and information services*

An expansion of the LINGUAPAX network in all regions with a view to promoting tolerance and respect for the human rights of people belonging to linguistic minorities.

Various guides will be prepared relating to linguistic diversity and plurilingualism in education.

Extension of the LINGUAPAX project to Africa, Latin America and the Caribbean.

(j) Recognizing that it is of utmost importance for all people to live in cooperation and harmony, and ensuring that the traditions and cultural heritage of nations are fully protected;

- The UNESCO Beijing Office has a project on the *Protection and conservation of intangible and tangible cultural heritage in China, Democratic People's Republic of Korea and Mongolia*. UNESCO is promoting tolerance and mutual respect for the value of diversity at this priceless heritage. Emphasis is placed on the protection of traditional and cultural heritage of a nation as instrumental for harmonious and peaceful coexistence of all people. Presently we are undertaking the conservation of the (1) the Ancient City of Jiaohe, Xinjiang-China; (2) the Daming Place, Xian-China; (3) the Ancient City of Kharakhorum-Mongolia; (4) the Murail Paintaings of the Koguryo Tombs, DPR Korea; (5) and the Collection of Chinese Nationalities Intangible Cultural Heritage.

- Publication of MOST Policy Paper N°2: *Social exclusion and social cohesion*.

- For the goal of fighting against social exclusion based on cultural and ethnic factors, UNESCO is implementing several projects: *Monitoring of Ethnicity, Conflicts and Cohesion in Central European and Central Asian Countries, Democratic governance in multicultural and multi-ethnic societies*.

- An *International Youth Workcamp for the Preservation of the Preservation of the Cultural Heritage of Luxor* was organized in 1998. The objective of this workcamp was to make the young participants aware of the cultural values and history of Egypt and of Luxor in particular, and to give them the chance to exchange information and experience in countries, and their impact on the participation of young people in the social and cultural development of their community, to learn about and respect their cultures and to feel a common responsibility for the world cultural heritage in the future. This activity was financed by the regular programme, and the hope is to pursue it in the future and to organize a follow up activity to raise awareness among youth in promoting better understanding of the concepts of democracy, human rights and tolerance.

- *Sensibiliser contre l´intolérance, la discrimination et le racisme.*

Dans le cadre de la promotion des expressions culturelles des minorités, composante importante du pluralisme culturel, un produit multimédia (livre et CD-ROM) sur l´univers culturel tsigane a été conçu avec la participation d´experts nationaux des 5 pays de l´Europe centrale et orientale (Bulgarie, Hongrie, Roumanie, Slovaquie, République tchèque).

- Dans le cadre de l´Année internationale pour la Tolérance et de la lutte contre la discrimination, un livre intitulé *Images de l´autre - La différence: du mythe au préjugé* a été publié.

Faciliter le dialogue interculturel et interethique

Dialogue interculturel au quotidien chez les jeunes en Afrique. Ce programme vise à mobiliser les jeunes pour entreprendre, à titre individuel et au sein d´associations et de mouvements de jeunesse, des activités propres à renforcer le dialogue interculturel entre les jeunes eux-mêmes ainsi qu´entre les jeunes et les adultes.

C. Equality and social justice

74. Governments should promote equality and social justice by:

(k) Ensuring that all people can have access to a variety of formal and non-formal learning activities throughout their lives that allows them to contribute to and benefit from full participation in society; making use of all forms of education, including non-conventional and experimental means of education, such as tele-courses and the private sector, to provide educational opportunities for those who in childhood missed necessary schooling, for youth in the process of transition from school to work, and for those who wish to continue education and upgrade skills throughout their lives;

- *Lifelong empowerment for the individual* and *Learning co-operation for empowerment* in Andrah Pradesh, India. These projects link non-formal and formal training networks and different groups of civil society in providing literacy and workplace skills to underserved populations.

(l) Providing equal access for girls to all levels of education, including non-traditional and vocational training, and ensuring that measures are taken to address the various cultural and practical barriers that impede their access to education through such measures as hiring of female teachers, adoption of flexible hours, care of dependants and siblings, and provision of appropriate facilities.

- As part of UNESCO's coordinated efforts to promote women's human rights it is created *UNESCO-FAWE (Forum of African Women Educationalists) Scholarship Fund* for poor rural African girls, who have excelled in their studies, in order to enable them to pursue secondary, technical and vocational education in spite of their families's lack of funds. The second action concerns the publication of the 3rd - updated and enriched - edition of the UNESCO Guide to Gender-Neutral Language, in English and French.

- An international ASPnet Forum entitled *Future Scientists: Women and Men* was held in Paris in April 1998. The goal was to launch an international UNESCO campaign with three objectives :

i) To sensitize young people, especially girls, to the importance of pursuing scientific studies and careers;

ii) To establish a meaningful dialogue between scientists and young people on vital scientific issues facing society ; and

iii) To reinforce the ethical application of science.

Some 100 young people from 30 countries worldwide attended the Forum and plans are underway to develop the campaign.

D. Responses to special social needs

75. Governmental responses to special needs of social groups should include:

(g) Promoting and protecting the rights of indigenous people, and empowering them to make choices that enable them to retain their cultural identity while participating in national, economic and social life, with full respect for their cultural values, languages, traditions and forms of social organization;

- Five Member States of UNESCO (Indonesia, Kazakhstan, Kyrgystan, Mongolia and Turkey) signed the *Agreement concerning the Establishment of the International Institute for the Study of Nomadic Civilizations*, during the Conference in Ulaan Baatar, on 16 September 1998. The Institute is being set primarily by and for countries in which there are nomadic populations; membership is however not limited to these states.

The main aim of the Institute, the idea of which germinated during the Nomads'Expedition in Mongolia, organized by UNESCO in 1992 in the framework of the *Silk Roads Project*, is to preserve the unique historical and cultural heritage of the

Nomads, which devised over thousands of years, is particularly suited to their harsh environment and to their need for mobility, and at the same time to seek to develop appropriate elements of modernization to improve their way of life.

The Institute will lean strongly on Internet in order to create an interactive network of academic institutions and scholars working in relevant fields.

- *Agir en faveur des populations autochtones*:

- organiser des ateliers sous-regionaux d'écrivains autochtones du Mexique, d'Amérique centrale et des Caraïbes (1995) et publier une anthologie bilingue;

- apporter son concours à une Conférence sur les approches amérindiennes en matière de culture et d'environnement;

- aider à la création au Mexique de la maison des écrivains autochtones (1996)

- publication des grammaires dans les langues traditionelles de l'Amérique latine : guarani, nahuatl et quechua, ainsi qu'un dictionnaire en aymara;

- préparer un manuel intitulé Peuples et plantes dans le cadre du programme *l'Homme et la biosphère* basé sur les savoirs traditionnels;

- organisé un atelier en vue de la préparation d'un programme culturel sur les utilisateurs des langues khoisan en Afrique australe.

- *El Mundo Maya: sauvage et développement d'une culture millénaire*

Avec le *projet El Mundo Maya*, l'UNESCO a multiplié les actions, dont la protection des pratiques traditionnelles mayas en matière d'environnement par exemple, leur permettant de participer pleinement et authentiquement au développement de leur société.

2ème objectif : Promouvoir les valeurs pouvant contribuer à consolider le dialogue interculturel dans une perspective de paix.

Un soutien a continué par ailleurs d'être apporté à la création de réseaux, regroupant des institutions ou programmes (instituts de recherche, académies, centres culturels, festivals, associations, municipalités) qui ont pu contribuer au renforcement du dialogue interculturel entre les régions et au sein des régions elles-mêmes. Tel est le cas du Projet ACALAPI (Contribution de la culture arabe aux cultures ibéro-americaines par le biais de l'Espagne et du Portugal) qui a tenté de sensibiliser le public sur la variété et la richesse des influences culturelles entre les grandes civilisations par un dialogue transcontinental. Ce projet a donné lieu à l'élaboration des ouvrages suivants: *El Arte Mudejar* (L'art mudejar), *Al-Andalus allemde el Atlantico* (Al-Andalus à travers l'Atlantique) *et El Mundo Arabe y America Latina* (Le monde arabe et l'Amérique latine).

(i) Encouraging youth to participate in discussions and decisions affecting them and in the design, implementation and evaluation of policies and programmes; ensuring that youth acquire the skills to participate in all aspects of life in society and to lead self-sufficient lives through the provision of relevant and innovative educational programmes;

- The project *Rounding the Cap : Tune into the young on the eve of the third millennium* involves young people in the preparation and the implementation of activities which concern them. This project aims at listening to young people and at giving them the opportunity to express their views, their needs and their expectations. It is also to empower them and to involve them as partners responsible for resolving the problems facing the society and preparing for the future. Number of activities have been implemented with these objectives in Cape Verde, Benin, Uzbekistan, Ethiopia and many other countries in co-operation with Youth NGOs and associations.

- A particular action has been taken in the area of Drugs Abuse Prevention in co-operation with the UNDCP. More than a hundred youth organizations have been involved in the presentation of a youth Charter for a Twenty-First Century Free of Drugs. This Charter was presented to the General Assembly at its special session in June 1998.

- UNESCO has participated in the Second *World Youth Forum*, as well as in the third one and contributed in its preparation. The Organization has been also strongly represented in the *World Youth Conference of Ministers Responsible for youth.* (Lisbon, August 1998).

- UNESCO co-operated on the study *The Youth and Media in Europe* and is working with the International Scientific Committee to prepare the Forum of Researchers on Youth and Media in Sydney in 2000 (Regular Programme). In addition, UNESCO is implementing three extra-budgetary projects on *Youth, tolerance and television in Central Asia*, fostering youth participation in the media in Panama, and establishing an independent youth channel in Turkmenistan with extra-budgetary funding.

(κ) Promoting the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities and developing strategies for implementing the Rules. Governments, in collaboration with organizations of people with disabilities and the private sector, should work towards the equalization of opportunities so that people with disabilities can contribute to and benefit from full participation in society. Policies concerning people with disabilities should focus on their abilities rather than their disabilities and should ensure their dignity as citizens;

- UNESCO Beijing Office has been supporting through extra-budgetary resources the *Golden Key Project for the Visually Impaired* project for increasing access to primary school for children with visual impairment in the southwest province of Guangxi.

- In the *World Conference on Education for All* (1990, Jomtien, Thailand) the challenge of exclusion was taken up by the world's leaders: Article 3 of the World Declaration on Education for All states that "basic education should be provided to all children" and "the learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system". Furthermore, the same article states that unserved groups, among them street and working children, should not suffer any discrimination in accessing learning opportunities.

- *UNESCO's 1994 Salamanca Statement and Framework for Action on Special Needs Education* provides the most unequivocal call for inclusive education with its guiding principle that ordinary schools should accomodate all children, regardless of their physical, intellectual, emotional, social, linguistic or other requirements. The Salamanca Statement states: "Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all" (Article 2). Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. Within the field of education, this is reflected in the development of strategies that seek to bring about a genuine equalization of opportunities (Article 6). The World Conference on Special Needs Education (Salamanca, Spain, 1994) and its follow-up activities have encouraged Member States to review their policies, with inclusive education as the guiding concept.

- To reinforce the principles adopted in Salamanca, UNESCO launched in 1996 a 6-year special project on *Inclusive Schools and Community Support Programmes* to promote action and disseminate information on small-scale innovations at the national level. The project aims for wider access to schools and quality education for children, youth and adults with special educational needs, seeking to promote their inclusion in regular education provision. Small initiatives at the national level are supported to enable countries to gain experience in inclusive education. The project will also support the promotion of the interests of some vulnerable and disadvantaged groups, such as the deaf, to facilitate their integration in their communities. To this end, UNESCO has recently assigned a team of two resource persons to prepare training materials for parents and educators of the deaf to sensitize the stakeholders in the importance of sign language as a means of communication and learning. This work will be completed in co-operation with organizations of the deaf.

In the biennium 1996-1997, country projects were supported by Norway in nine countries: Benin, Burkina Faso, China, Cote d'Ivoire, Guinea, Jordan, Mali, Morocco and the Palestinian National Authority. Funds from Sweden and Denmark supported projects in Lao PDR, Malawi, United Republic of Tanzania and Zambia.

- In phase II (1998-1999) country projects will be executed in Cameroon, Dominican Republic, Egypt, Ghana, India, Madagascar, Mauritius, Nicaragua, Paraguay, South Africa, Vietnam and Yemen.

- Special attention will be given to the consolidation of certain areas of technical support, such as human capacity building in inclusive education in and for Africa,

material production, and the need to research instructive initiatives in the creation of inclusion in education at different levels.

- Since early 1990s UNESCO has been promoting the approach of multi-sectoral collaboration together with ILO, UNICEF and WHO at the regional and national levels. This co-operation has materialized through joint projects and seminars on equalization of opportunities for persons with disabilities and their associations, as well as the participation of association of parents of children with disabilities. Bringing in civic society ensures that the needs of persons with disabilities and other disadvantaged groups will be identified and defined through a bottom-up approach enabling their full participation in the programme.

(l) Within the context of the United Nations Principles for Older Persons and the global targets on ageing for the year 2001, reviewing or developing strategies for implementing the International Plan of Action on Ageing so that older persons can maximize their contribution to society and play their full part in the community;

- The issue of older persons and social exclusion is included in UNESCO's general actions against poverty and exclusion. The definition of "Social integration" is the act, or process of, integrating equals into society.

- Older people should be entitled to a life of independence, dignity and filled with purpose. One of the themes at *UNESCO's Fifth International Conference on Adult Education* in July 1997 stated that while adult learning should be open to all, the reality is that many groups in society are poorly and unequally served. One of the most obvious examples is aging populations.

- UNESCO is planning an international meeting entitled *Jeunes et vieux, une communaute de desins* to be held in the end of 1999 in the framework of the International Year of Older Persons. The meeting is being organized in collaboration with the Foundation nationale de gerantologie, the Caisse nationale dássurance vieillesse, and other NGOs.

E. Responses to specific social needs of refugees, displaced persons and asylum-seekers, documented migrants and undocumented migrants

77. To promote the equitable treatment and integration of documented migrants, particularly documented migrant workers and members of their families:

(c) Government and relevant actors should encourage the international exchange of information on educational and training institutions in order to promote the productive employment of documented migrants through greater recognition of foreign education and credentials;

- UNESCO is undertaking important *regional migration networking* activities. These Networks constitute centers of expertise to provide information, high level research

and advisory services for policy makers and other users at the national and international levels on the role of migration and ethnocultural diversity.

- As a member of the Inter-Agency Organizing Steering Committee UNESCO was represented at a high level at the *UN Technical Symposium on International Migration and Development* (The Hague, July 1998) convened as a part of the International Conference for Population abd Development + 5 review process, being responsible for the section on *improving the position of immigrants and foreign residents in receiving countries : social and cultural issues.*

- UNESCO has launched UNESCO Chairs on Migration and various educational programmes in support of refugees. *The UNITWIN Network on Forced Migration Studies* includes various institutions of higher learning in selected countries, acting as centers of multi-disciplinary research, training and public information.

F. Violence, crime, the problem of illicit drugs and substance abuse

79. Addressing the problems created by violence, crime, substance abuse and production, use and trafficking of illicit drugs and the rehabilitation of addicts requires:

(b) Taking full measures to eliminate all forms of exploitation, abuse, harassment and violence against women, in particular domestic violence and rape. Special attention should be given to violence resulting from harmful traditional or customary practices and all forms of extremism, which implies both preventive actions and the rehabilitation of victims;

- The theme of sexual exploitation and violence is also being addressed by UNESCO. UNESCO's overriding aim in this regard is to help women express their views and expectations as to how peace can be achieved and/or maintained in their societies, and how their knowledge and skills (e.g. peaceful conflict resolution, sense of solidarity, etc.) can be applied in practice at all levels, from community to the international level. Work also continues on *Male Roles and Masculinities in the perspective of a Culture of Peace* which aims to study the harmful consequences of rigid and stereotyped definitions of masculinity and femininity, roles of dominance and submission, the consequences of raising boy children to be tough and dominating and the social, cultural and economic conditions producing violence among men.

(d) Improving mechanisms for resolving conflicts peacefully and reintegrating society following conflicts, including efforts toward reconciliation and confidence-building between the conflicting groups, training in non-violent conflict resolution at all levels of education, the reconstruction of social institutions that have been destroyed, the reintegration of displaced and disabled persons, and the re-establishment of the rule of law and respect for all human rights;

- Taking into account the ever increasing needs of Member States in developing education for non-violence, general guidelines for a UNESCO Interregional *Project for a Culture of Peace and Non-Violence in Educational Institutions* were prepared by

the International Forum on Education for Non-Violence (Sintra, Portugal, May 1996) and a plan of action for the Caribbean was elaborated by the Conference on Education for Non-Violence (Willemstad, Netherlands Antilles, December 1997).

- *The ASP brochure "No to Violence"* was published and disseminated in English, French and Spanish.

- With a view to promoting a culture of peace and non-violence in schools, UNESCO is launching a new project in co-operation with the International Baccalaureate Organization (IBO) network of schools. International schools in different countries around the world will be encouraged to enter into partnership with national schools and initiate and participate in activities which aim at promoting solidarity, co-operation, compassion, tolerance, international understanding of cultural diversity and appreciation of different world cultures. The first activity in the context of this project an exhibition of students' art works will take place in London, England, in May 1999. This will be followed by two teacher training workshops in multicultural education (Croatia and South Africa).

- UNESCO has given the College Edouard Vaillant in Paris technical assistance to launch a school-mediation, conflict-resolution programme. The first stage of the programme was completed at the end of the previous academic year and the second stage begun in September. The College Edouard Vaillant has been encouraged to participate in the SOUL project and will be put in contact with an international school in the IBO network and has a mediation, conflict-resolution programme.

- Par ses programmes culturels, l'UNESCO s'efforce d'établir un équilibre entre la préservation des identités culturelles et la gestion du pluralisme culturel. Le problème devient plus évident dans les grandes concentrations urbaines où cohabitent des populations d'origines différentes. Parmi les projets, on citera:

Prix UNESCO Villes pour la paix: Mobiliser de nouveaux partenaires en faveur d'une culture de la paix.

Cette initiative pouvant contribuer à favoriser la participation des élus locaux dans le développement de la paix à travers une culture de proximité en milieu urbain.

Le but essentiel du prix, en tant que modalité de mise en oeuvre du programme, n'est pas seulement d´honorer de nouveaux partenaires en la personne de cinq maires au cours de chaque exercice biennal, mais d´instaurer une nouvelle modalité de coopération internationale à partir de la création de réseaux régionaux et interrégionaux entre des villes liées par des expériences novatrices, qui sont thésaurisées et mises en commun. Il ne s'agit pas de dresser une liste de problèmes bien connus des acteurs de la ville, mais d´identifier une série de pratiques et d´expériences leur permettant de progresser par une prise de conscience de ce qu´elles peuvent faire ensemble en partageant des stratégies et des visions dans une gestion intelligente de leur quotidien, la ville étant le nouvel épicentre du changement économique, social, culturel et le lieu de l´exercice immédiat de la démocratie et de la citoyenneté. Les lauréats serviront de facilitateurs régionaux en activant les réseaux.

Le premier thesaurus, trilingue, de pratiques novatrices mises en oeuvre par les autorités locales dans le cadre du Prix, *La ville, modes d'emploi* est disponible en versions imprimées trilingues et électroniques. Un spot télévisé (2-3 minutes) est préparé par CNN.

Culture de quartier: Renforcer les solidarités de quartier
Ce projet, réalisé dans le cadre de la Décennie mondiale du développement culturel, a montré combien la démocratie locale, l'intégration sociale et la qualité de la vie étaient essentielles au développement et à la culture des villes. Il est élargi à l'Afrique et à d'autres régions. Des chercheurs, des décideurs, des travailleurs culturels et des représentants des populations locales ont échangé leurs expériences pour trouver, ensemble, des solutions aux problèmes des villes. Ce projet, s'est inscrit dans le cadre du projet interdisciplinaire *Vers une culture de la paix*.

Les femmes, agents du développement.
L'UNESCO a lancé un projet régional intitulé *Femmes, démocratie et paix civile en Amérique latine et dans les Caraïbes pour la promotion du dialogue interculturel.* Plusieurs ateliers réunis en 1996-1997, à l'initiative d'institutions nationales avec l'aide de l'UNESCO, ont mis en lumière le rôle joué par les femmes dans le maintien de la paix civile.

(c) Implementing programmes that channel the energy and creativity of children and youth towards improving themselves and their communities in order to prevent their participation in crime, violence and drug abuse and traffic.

- See page 38: The project funded by UNDCP.

- As a follow-up to the Special Session of the United Nations General Assembly on Drug Control and Prevention, UNESCO will reinforce its activities in the field of education for the prevention of drug abuse for youth in school and out of school.

- UNESCO is currently coordinating an International Youth Campaign for the mobilization of youth by youth to contribute towards a society free of drugs in the first years of the 21st century. Its main instrument is the *Youth Charter for a 21st Century Free of Drugs*, prepared by young people and launched during the International Youth Consultation on Drug Abuse Prevention, at UNESCO Headquarters in Paris, in February 1998. It received the support of the Secretary-General of the United Nations who has transmitted the Charter to the Heads of State or Government of all United Nations Member States. The Charter is presently being circulated for signature around the world and used by young people themselves as an aid to prevention. Hundreds of thousands of young people have already participated in this campaign.

A. National strategies, evaluations and reviews

84. International support for the formulation of national strategies for social development will require actions by bilateral and multilateral agencies for:

(a) Assisting countries to strengthen or rebuild their capacities for formulating, coordinating, implementing and monitoring integrated strategies for social development;

- UNESCO assiste ses Etats membres dans la formulation de stratégies et de priorités de développement dans les domaines de ses compétences. Elle a établi, au sein du Secteur de l'éducation, une section des politiques et plans d'action nationaux avec pour objectif d'aider les pays en transition dans leurs efforts de réforme des systèmes éducatifs grâce à l'analyse sectorielle et à l'élaboration de plans d'action pour le développement de l'éducation. La collaboration de cette Section avec les pays membres et les autres agences du système des Nations Unies a souvent mené à la reformulation de stratégies et de priorités - notamment en matière d'éducation - qui répondent mieux aux politiques nationales relatives au développement social équitable.

Exemple de l'analyse du Secteur de l'éducation au Rwanda:

Dans le cadre d'un projet *Appui à la coordination et programmation de l'aide au développement au Rwanda* financé par le PNUD et coordonné par l'UNOPS, l'UNESCO a entrepris, conjointement avec le Ministère rwandais de l'Education, une analyse sectorielle de l'éducation en vue d'assister le Gouvernement rwandais dans ses efforts de reconstruction et de développement du système éducatif, lequel a été gravement endommagé à la suite des événements tragiques de 1994. L'analyse sectorielle a associé non seulement les départements ministériels en charge de l'éducation, mais aussi les principaux acteurs du développement du secteur privé, et a réuni le consensus de tous les partenaires nationaux concernant le développement futur des services éducatifs du pays.

Grâce à cette analyse sectorielle, le Gouvernement a pu disposer d'une étude du Secteur de l'éducation qui mette en évidence les problèmes et les défis auxquels est confronté le Rwanda dans le secteur de l'éducation et qui identifie les besoins et les domaines prioritaires d'action pour le redressement des services éducatifs, en particulier en faveur des populations défavorisées et rurales.

Cette étude a permis la mise à jour des orientations et stratégies politiques du Gouvernement en matière de développement social en éducation ainsi que l'élaboration, en mars 1998, d'un 'Plan d'action pour éducation au Rwanda 1998-2000: redressement et développement' qui propose des actions et activités concrètes d'urgence à mettre en oeuvre pour le redressement des services éducatifs et le renforcement des capacités institutionnelles endogènes dans le cadre de la stratégie générale du Gouvernement pour la réduction de la pauvreté et le développement social durable.

- UNESCO, in particular through the *World Network of Biosphere Reserves*, contributes to strengthen national capacities for integrated development strategies.

(c) Developing improved concepts and programmes for the collection and dissemination of statistics and indicators for social development to facilitate review and policy analysis and provide expertise, advice and support to countries at their request.

- Addressed through aspects of the *UNISPAR Programme* (gender indicators in EST).

- UNESCO is developing improved concepts and programmes for the collection and dissemination of statistics and indicators for social development to facilitate review and policy analysis and provide expertise, advise and support to countries at their request.

C. Mobilization of financial resources

88. The implementation of the Copenhagen Declaration and the Programme of Action of the Summit at the national level may require substantial new and additional resources, in both the public and private sectors. Augmenting the availability of public resources for social development requires at the national level:

(f) Implementing the commitments of the international community to the special needs and vulnerabilities of the small island developing States, in particular by providing effective means, including adequate, predictable, new and additional resources for social development programmes, in accordance with the Declaration of Barbados and on the basis of the relevant provisions of the Programme of Action for the Sustainable Development of Small Island Developing States;

- Building on a 1995 study prepared jointly by the ITU and UNESCO on *The Right to Communicate: At What Price?*, a pilot project on Access to Telematics Facilities in the Eastern Caribbean was undertaken in 1995-1997 in Barbados, St.Lucia and St.Vincent and the Grenaldines, and under the sponsorship of Commonwealth of Learning, the International council for Scientific and Technical Information (ICSTI), ITH, the Pan American Health Organization, UNDP and UNESCO. The purpose of the project was to show that with appropriate user mobilization and training, consolidation of user demand, and co-operation with telecommunication operators, telematics could be usefully and sustainable applied for development in priority sectors of public concern (education, environment, health). The project was successful in the three countries concerned and will be considered as a model for follow-up activities in the region.
- An important component of UNESCO's *Focus on the Pacific programme* involves assistance to Pacific island states in applying telematics for development in 1998-1999 through the establishment of national focal points for networking in the public service sector, training of network managers and library and information specialists in telematics techniques, and promotion of regional co-operation in making telematics facilities available and affordable for public service applications. These activities are being complemented by assistance in the development information content for

development (scientific and technical information, government and public domain information, news) for diffusion over the new and traditional media channels.

- A project is underway in collaboration with the COMNET-IT Foundation and the National Commission for Information Technology (NCIT) of Malta to develop guidelines and training modules on public service sector consortia of Internet users in small countries, taking account of world-wide experience including that of UNESCO.
- In the Caribbean, UNESCO has focused its communication activities on raising the standards of journalism and upgrading media skills as well as providing the necessary infrastructure to boost local audio-visual production. Media practitioners from the region have benefited from UNESCO's training projects, carried out in collaboration with the Caribbean Broadcasting Union, the Caribbean News Agency and the Caribbean Institute of Mass Communication. Special attention has been paid to countries with particularly low professional levels. Long-term co-production initiatives were supported and local production capacities strengthened.
- In the Pacific, UNESCO's assistance focused on modernization of media production, local content on television, news exchange and a regional approach to the training of media professionals. An increasing number of projects for the computerization of radio newsrooms have contributed to improving digitized information and news circulation within and among the Pacific island states. Endogenous capacities to increase media productions and regional exchange programmes have been strengthened through regional and in-country projects. The training of communication professionals has been supported through regional projects carried out in co-operation with major regional training centers and the Universities of South Pacific and Papua New Guinea.
- African Small Island States have benefited from UNESCO projects for the development of community media, computerization of newsroom and training of television personnel.
- All in all, 32 national and 15 regional communication development projects for the benefit of Small Island Developing States have been funded for a total of over USD 2.7 million. The vast majority of these funds were mobilized through UNESCO's *International Programme for the Development of Communication (IPDC)*.

91. In order to ensure that structural adjustment programmes include social development goals, in particular the eradication of poverty, the generation of productive employment and the enhancement of social integration, Governments, in cooperation with the international financial institutions and other international organizations, should:

(b) Review the impact of structural adjustment programmes on social development by means of gender-sensitive social-impact assessments and other relevant methods, and develop policies to reduce their negative effects and improve their positive impact;

- The review of the impact of structural adjustment programmes on social development by means of gender-sensitive social-impact assessments and other relevant methods was also mentioned in Article 7 of the *Braga Youth Action Plan*:

  ...organize regional seminars before the year 2000 to assess the impact of the debt crisis on young men and young women in countries with such debts. The results of their findings should be used to make informed policy in the international community, particularly in the areas of structural adjustment programmes...

D. The role of the United Nations system

95. With regard to the consideration of social development at the intergovernmental level, special consideration should be given to the roles of the General Assembly and of the Economic and Social Council. To this end:

(g) Within the framework of the discussions on an agenda for development and the discussions of the Economic and Social Council at its coordination segment of 1995 on a common framework for the implementation of the outcome of United Nations conferences in the economic and social fields, consideration should be given to the possibility of holding joint meetings of the Council and the Development Committee of the World Bank and the International Monetary Fund. The Secretary-General and the heads of IMF, the World Bank, ILO, the United Nations funds and programmes, and other relevant agencies should consider the possibility of holding joint meetings for the purpose of considering the implementation of the Declaration and the Programme of Action prior to the Development Committee sessions;

- La contribution de l'UNESCO au suivi des grandes conférences soit reflétée dans les differents rapports des organisations du système des Nations Unies qui sont soumis à l'Assemblée générale des Nations Unies et à l'ECOSOC et à ses organes subsidiaires.

- UNESCO has participated in several interagency meetings on social development in the context of the follow-up to Copenhagen.

- UNESCO continues its active participation in and strong support to the inter-agency coordination mechanisms established by the ACC, in particular the three policy-level

Committees addressing substantive issues which are the Inter-agency Committee on Sustainable Development, the Consultative Committee on Programme and Operational Questions and the Inter-agency Committee on Women. UNESCO believes that the task manager system as established by the IACSD for the implementation of Agenda 21 could be expanded and strengthened with a clear mandate to focus on a coordinated approach to all recent global conferences.

- Within the United Nations system, UNESCO is contributing to the three inter-agency task forces on: *Basic social services for all*; *Full employment and sustainable livelihoods*; and *Building an enabling environment for development*. UNESCO was qualified as a lead agency for the Inter-Agency Working Group on Basic Education established by the Task Force on Basic Social Services for All.

- UNESCO has participated in several projects and Round Tables since the World Summit on Social Development, in the areas of promotion of social development and democracy in Africa and the Least Developed Countries and other regions:

(h) To promote implementation of the outcomes at the regional and subregional levels, the regional commissions, in cooperation with the regional intergovernmental organizations and banks, could convene, on a biennial basis, a meeting at a high political level to review progress made towards implementing the outcome of the Summit, exchange views on their respective experiences and adopt the appropriate measures. The regional commissions should report to the Council on the outcome of such meetings through the appropriate mechanisms;

- UNESCO has participated in several regional interagency meetings in the field of social development.

96. The United Nations system should provide technical cooperation and other forms of assistance to the developing countries, in particular in Africa and the least developed countries, in implementing the Declaration and Programme of Action. To this end:

(b) In order to improve the efficiency and effectiveness of United Nations organizations in providing support for social development efforts at the national level, and to enhance their capacity to serve the objectives of the Summit, there is a need to renew, reform and revitalize the various parts of the United Nations system, in particular its operational activities. All specialized agencies and related organizations of the United Nations system are invited to strengthen and adjust their activities, programmes and medium-term strategies, as appropriate, to take into account the follow-up to the Summit. Relevant governing bodies should review their policies, programmes, budgets and activities in this regard;

- Drawing from the experiences of other UN entities, shared in the context of the Inter-Agency Committee on Women and Gender Equality, UNESCO is undergoing an internal reform to mainstream gender concerns in all aspects of the Organization's daily work. With the strong support of the Director-General, the Secretariat is working to introduce gender-specific budget codes, gender-sensitive staff training, a

new system of accountability (especially at the higher management level) as well as to increase the recruitment and promotion of women to higher professional categories and director posts. It is expected that these administrative measures will have an immediate impact on UNESCO's ability to better implement the recommendations of all major UN Conferences with respect to gender issues - thus the Social Summit.

- In the *World Declaration on Higher Education for the Twenty-First Century*: Vision and Action, adopted by the Conference, it was stated *inter alia* that "further efforts are required to eliminate all gender stereotyping in higher education and to consolidate women's participation at all levels and in all disciplines, in which they are under-represented and, in particular, to enhance their active involvement in decision-making" (Article 4).

- As UNESCO prepares for its *World Conference on Science*, to be held in June 1999 in Budapest (Hungary), a concerted effort is being made, in collaboration with UNIFEM and major NGOs such as the Third World Organization for Women in Science (TWOWS), to ensure that gender mainstreaming is applied. Preparatory regional meetings will be held in the coming weeks/months.

(d) Regular reports on their plans and programmes related to implementation should be provided to the appropriate forums by United Nations funds and programmes and the specialized agencies.

- The statistical implications of major UN conferences are coordinated at the level of the UN Statistical Commission and the ACC Sub-Committee on Statistical Activities. UNESCO actively participates in both mechanisms. In this respect, two major initiatives should be mentioned: The UN Statistical Commission endorsed the "Minimum National Social Data Set (MNSDS)", which suggests a minimum data set and a list of indicators on the basis of the following criteria: (i) direct relevance to the five policy themes arising from the International Conference on Population and Development, the World Summit for Social Development and the World Conference on Women (population and development; eradication of poverty; expansion of productive employment and reduction of unemployment; social integration; status of women and men); (ii) accepted international definition and classification; (iii) a collection instrument that is applicable in most countries.

- A comprehensive review of UNESCO's activities to promote gender equality is being prepared for the General Assembly's special session in the year 2000 to review the implementation of the Beijing Platform for Action (Beijing + 5). Gender equality is an important component of the Copenhagen Programme of Action.

- The ACC called upon its Subcommittee on Statistical Activities to pursue, on a priority basis, (i) promoting greater commonality in indicators used by the system to monitor follow-up to global conferences; (ii) ensuring greater consistency between global indicators for monitoring progress and indicators for country-specific programming and monitoring; (iii) examining the feasibility of using minimal national data sets.

With these objectives in view, FAO, ILO and UNESCO are already working with the UN Statistics Division to set up the Development Indicators Web Site.

- UNESCO has actively participated together with the UN Statistics Division, the World Bank and other agencies in work carried out jointly with the OECD/Development Assistance Committee (DAC) aimed at defining the indicators relevant to the development goals identified by the DAC.

- UNESCO a inscrit régulièrement dans le document intitulé "Décisions et activités récentes des Organisations du système des Nations Unies", qui est soumis au Conseil exécutif à chaque session du printemps, un point sur le "Suivi des grandes conférences des Nations Unies", parmi lesquelles le "Suivi du Sommet mondial pour le développement social". Par ce biais, nous informons le Conseil des dernières décisions et résolutions de l'Assemblée générale sur cette question et de l'action de l'UNESCO à cet égard.

- UNESCO is actively involved in the preparatory process to Copenhagen plus five.

97. The United Nations system should consider and provide appropriate technical cooperation and other forms of assistance to the countries with economies in transition. To this end:

(c) The organizations and bodies of the United Nations system, including the technical and sectoral agencies, the International Monetary Fund and the World Bank, should continue their cooperation in the field of social development of countries with economies in transition.

- For the goal of fighting against social exclusion based on cultural and ethnic factors, UNESCO is implementing a project *Conflicts and cohesion in Central European and Central Asian Countries.*

- An *international comparative study on policies concerning the social transformation issues such as long-term unemployment and impoverishment* has been launched in the Central Asian and Eastern European region. The project will provide a practical comparison of the different policy-options for governments and international organizations in the region.

99. United Nations operational activities for development should be strengthened in order to implement the Summit outcome, in accordance with relevant resolutions, particularly General Assembly resolution 47/199, and to this end:

(b) Coordination at the country level should be improved through the resident coordinator system to take full account of the Copenhagen Declaration and the Programme of Action of the Summit and related international agreements;

- In the context of the follow-up to global conferences, Guidelines of ACC Task forces and ACC guidelines for the UN Resident Co-ordinator system have been adopted and are useful tools for enhancing the efforts undertaken by United Nations country teams

for conference implementation. These Guidelines have been sent by each head of Agency to their field representatives.

- The Annual Reports of the Resident Co-ordinators have been careful analyzed by a readers' group in which UNESCO participated and could be used more fully as a monitoring tool to disseminate best practices. These Annual Reports showed that in many countries UN thematic groups on eradication of poverty had been created and reinforced the sharing of experiences within the UN system in the field level. They showed also that many countries elaborated a national programme on eradication of poverty with two main constraints: these national programmings, multi-sectoral in nature and also decentralized to communities, contravene classical sectoral/ministerial lines of authority and implied significant changes in the business as usual approaches of both the ministers within the government and their counterparts in the UN system.

(e) The United Nations system's capacity for gathering and analyzing information and developing indicators of social development should be strengthened, taking into account the work carried out by different countries, in particular by developing countries. The capacity of the United Nations system for providing policy and technical support and advice, upon request, to improve national capacities in this regard should also be strengthened.

- UNESCO contributed to the United Nations system follow-up of the World Summit for Social Development by preparing *synthesis reports on a country review* (Employment and Sustainable Livelihoods in Mozambique).